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# Civic Engagement and Social Action in Social Work Education

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Civic Engagement and Social Action in Social Work Education

by

Terri Klemm

A Banded Dissertation in Partial Fulfillment  
Of the Requirements for the Degree  
Doctor of Social Work

St. Catherine University | University of Saint Thomas  
School of Social Work

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## Abstract

This banded dissertation comprises three scholarly products that address the importance of civic engagement and social action in social work education. Throughout the banded dissertation, the conceptual lens of critical social theory, which presupposes that education is fundamental to democracy, provides a framework in which to consider social work educators' responsibility to effectively prepare students to engage in a broad range of civic activities, including social action, in order to address crucial social problems.

The first product, an exploratory historical research study, provides historical context with an examination of the role of social work in a democratic society from the perspective of Marion Hathway, a prominent social work educator, scholar and activist during the 1940s. Hathway's arguments that social action is a part of all social work practice and that social work educators have a responsibility to prepare students for participation in social movements continue to resonate today.

In the second product, a conceptual paper, the author considers the ways in which her own experiences as an observing participant in environmental justice activism – including an arrest for civil disobedience – have impacted her teaching. Potential pedagogical benefits that can result from social work educators' collaboration with grassroots activists are presented, such as the ongoing development of practice wisdom, the value of providing activist role models, and the creation of pathways for students' experiential learning.

The third product of this banded dissertation is an overview of a peer-reviewed workshop presented at the annual conference of the Association of Baccalaureate Social Work Program Directors (BPD) in 2017. In this workshop, the author discussed practical lessons learned as an activist, and the challenges and rewards associated with inviting students to observe and

participate in environmental justice activism. Resources to create a toolbox for activism strategies and tactics were also provided.

Civic engagement has long been recognized as a fundamental responsibility of the social work profession. By serving as activist role models, and providing experiential opportunities to learn how to effectively engage in a broad range of civic activities, including social action, social work educators can engage, inspire and empower students in order to prepare them for the level of civic participation that will be necessary to advance human rights, social, economic and environmental justice.

*Keywords:* Activism; civic engagement; democracy; environmental justice; Marion Hathway; social action; social work education; social work history



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### Civic Engagement and Social Action in Social Work Education

The social work profession prides itself on its commitment to social justice, and yet there has been tension between activism and professionalism throughout the history of social work and social work education (Reisch & Andrews, 2002; Wenocur & Reisch, 1989). Questions regarding the role of civic engagement and social action in the social work profession are especially significant in the context of the current political environment. The next generation of social workers' level of civic engagement may, in fact, be "pivotal to the survival of the social work profession" (Hylton, 2015, p. 292). A recent editorial in the National Association of Social Workers (NASW) journal, *Social Work*, implored social work leaders to reinvigorate the profession's commitment to activism (Bent-Goodley, 2015). Many social work scholars have expressed concern that students may not be adequately prepared for the level of social and political engagement necessary to address crucial social problems (Felderhoff, Hoefer & Watson, 2016; Hardina & Obel-Jorgensen, 2009; Ritter, 2007; Ritter, 2008; Rothman, 2013). A growing body of literature highlights the urgency of preparing students to effectively confront environmental crises, in particular (for example, Jones, 2010; Miller & Hayward, 2013.)

Civic engagement, which refers to involvement in a broad range of political and social activities that affect the individual as well as the common good, has been described as "the backbone of the social work profession" (McBride, 2008, p. 1). The activities encompassed in the term civic engagement can be understood to include a wide array of acts. Verba, Scholzman, and Brady (1995), for example, identify a variety of important ways in which American citizens take part in politics; these include voting, working in and contributing to electoral campaigns and organizations, contacting government officials, attending protests, marches or demonstrations, working informally with others to solve a community problem, serving without pay on local

elected and appointed boards, being active politically through intermediation of voluntary associations, and contributing money to political causes in response to mail solicitations (p. 42).

The Center for Information and Research on Civic Learning and Engagement (CIRCLE) identifies 19 core indicators of civic and political engagement, divided into three categories: civic indicators (community problem solving, regular volunteering for a non-electoral organization, active membership in a group or association, participation in a fund-raising run/walk/ride, and other fundraising for charity); electoral indicators (regular voting, persuading others, displaying buttons/signs/stickers, campaign contributions, volunteering for candidate or political organizations); and, indicators of political voice (contacting officials, contacting the print media, contacting the broadcast media, protesting, email petitions, written petitions, boycotting, boycotting, and canvassing) (Keeter, Zukin, Andolina & Jenkins, 2002, p. 3). More recently, a Participatory Behaviors Scale, developed by Talo and Mannarani, explicitly measures disengagement, in addition to three dimensions of engagement: formal political participation (votes in elections or referenda, contacts political representatives, runs for public office, donates money, to a party or political organization, is a member of a party or political organization, and undertakes activities in a party or political group); activism (boycotts products for ethical or ideological reasons, signs petitions, distributes political materials, writes slogans or draws graffiti on the walls of buildings, is active in a movement/forum, participates in strikes, protests, demonstrations); civil participation (interested in political issues and events, writes to the newspaper editor, donates money to charity, discusses politics with friends and/or on the Internet, buys newspapers or watches TV programs that address political themes, recycles or separately collects rubbish, volunteers in a social/civic/religious organization, and adopts a

lifestyle with a clear social orientation, such as vegetarianism or anti-consumerism) (Talo & Mannarini, 2015).

Social action can be defined as “a coordinated effort to advocate for change in established laws, customs, or patterns of behavior” (Kirst-Ashman & Hull, 2009, p. 21). The social action approach assumes the need for disadvantaged populations, perhaps allied with others, to “pressure the power structure for increased resources or for treatment more in accordance with democracy or social justice” (Zastrow and Kirst-Ashman, 2016, p. 46). Rothman indicates that the purpose of social action is making “changes in the community including the redistribution of power and resources and gaining access to decision-making for marginal groups” (Rothman, 2001, as cited in Kirst-Ashman & Hull, 2009, p. 21). Social action strategies include “demonstrations, picketing, strikes, marches, boycotts, teach-ins, civil disobedience, and other disruptive or attention-gaining moves” (Rothman, 2001, as cited in Kirst-Ashman & Hull, 2009, p. 21).

Social activism in the social work profession has been most prevalent during eras characterized by progressive change, such as the 1930s and 1940s, and the 1960s and 1970s (Reisch, 2014; Wenocur & Reisch, 2001). During the 1960s, for example, Thursz argued forcefully, “social action is the business of social work” (1966, p. 13). This approach, however, is not as widely used by social workers at present. According to Zastrow and Kirst-Ashman (2016),

Many workers find that being involved in social action activities may lead their employing agencies to penalize them with unpleasant work assignments, low merit increases, and denial of promotions. Many agencies will accept minor and moderate

changes in their service delivery systems but are threatened by the prospect of radical changes often advocated by the social action approach (p. 47).

There have, nonetheless, been a number of recent studies investigating the level of activism among social work students.

In a study of factors predictive of activism among undergraduate social work students, Swank (2012) distinguished between orthodox tactics (signing petitions, writing political letters, wearing political buttons, making campaign contributions or volunteering for a political cause) and outsider tactics (attending a lawful demonstration or participating in civil disobedience). Mizrahi and Dodd (2013) analyzed MSW students' perspectives on social work goals and social activism before and after completing graduate education using a social activism scale divided into four types of activities: political (testified before a public body, signed a petition, or lobbied a legislature or other government agency); electoral (worked on a political or social cause, ran for or held an elected or appointed public position, or financially contributed to a political or social cause); community-focused (organized a community meeting or event, played an active role in community or civic affairs, or played an active role in a professional or social work/human services organization); and, social action (attended a protest rally, engaged in civil disobedience, or joined a picket line).

For the purposes of this banded dissertation, civic engagement is defined to include: voting in local, state or national elections; closely following news reports to learn about social or political issues; discussing politics with family, friends and/or on the Internet; contacting political representatives or media to voice an opinion on an issue of concern; donating money to a political party or organization; running for political office; volunteering on a local government board or council, or regularly attending local board or council meetings; participating in a

fundraising activity for a charitable cause; actively participating in a community or civic organization; working informally with others in the community to deal with a community issue or problems; boycotting products for ethical or ideological reasons; signing a petition about a political or social issue; wearing a political button or shirt, displaying a political sticker or sign; attending a lawful protest, march or demonstration; and engaging in civil disobedience. Social action is understood to be a form of civic engagement; attending a lawful protest, march or demonstration, and engaging in civil disobedience are examples of this.

### **Conceptual Framework**

Social work is a values-based discipline, whose mission and purpose serve as the conceptual framework guiding this banded dissertation. The NASW *Code of Ethics* identifies social justice as a core value of the profession, and expressly states that social workers should engage in social and political action (NASW, 2017). Similarly, the International Federation of Social Workers (IFSW) *Statement of Ethical Principles* recognizes social justice as a fundamental principle, and declares that social workers have a duty to challenge unjust policies and practices (IFSW, 2012). The Council on Social Work Education (CSWE), which had previously defined advancing human rights and social and economic justice as a core competency of social work practice (CSWE, 2008), recently expanded this definition to include advancing environmental justice as well (CSWE, 2015). These collective mandates inform all aspects of this banded dissertation.

Ethical and professional expectations are, of course, subject to interpretation. It is important to recognize that the focus of this banded dissertation is not neutral; it is, inherently, political. The conceptual lens of critical social theory, which explicitly endorses activism as integral to academic work (MacKinnon, 2009), also helps to support and inform the dissertation.

Critical theory presupposes that there are pathological features specific to capitalism that prevent the self-actualization of many members of society, that prevalent ideas in many social domains illegitimately facilitate the control of some groups by others, and that unveiling such ideology has the potential to empower marginalized groups to engage in social transformation (Arnold, 2015). Critical theorists, researchers, and practitioners embrace a commitment to working for social change and fighting injustice (Forte, 2007); in this way, the critical approach aligns closely with the social work profession's obligation to engage in the work of protecting and advancing human rights, and social, economic, and environmental justice. Critical theory emphasizes the value of agency and the willingness to examine and struggle with ongoing power relationships (Giroux, 2014), and recognizes the importance of political, economic and social contexts (Saleeby & Scanlon, 2005). This paradigm represents a radical approach that rejects prevailing neoliberal ideology, which tends to frame social justice in individual rather than structural terms (Reisch, 2013), and to present students as consumers rather than citizens (Preston & Aslett, 2014). Seen through a critical lens, education is understood to be fundamental to democracy in that it should help prepare students to become reflective critical thinkers who are committed to acting in socially engaged and responsible ways (Giroux, 2014). The application of critical theory in this banded dissertation links the theory's assumptions with the social work profession's mandates in order to address social work educators' responsibility to effectively prepare students to serve their communities as informed and engaged citizens.

### **Summary of Banded Dissertation**

The first scholarly product presented in this banded dissertation, an exploratory historical research study, provides historical context regarding the role of social work in a democratic society from the perspective of Marion Hathway, a prominent social work educator, scholar and



activist during the 1940s, a time when social work came of age. A search of Hathway's papers, housed in the Social Welfare History Archives at the University of Minnesota, indicated that Hathway was prolific on the topics of democracy and social action; in an analysis of selected papers, several themes emerged regarding social responsibility in social work and social work education. Importantly, Hathway argued that social action is a part of all social work practice and that social work educators have a responsibility to prepare students for participation in social movements. Her papers offer a valuable contribution to a discussion of issues that the profession continues to wrestle with regarding the role of social work education in preparing students to address crucial social problems.

The second scholarly product is a conceptual paper that addresses the importance of integrating the evolving body of knowledge about social action, advanced by grassroots activists outside of academia, into the social work curriculum in order to help students develop the knowledge, values, critical thinking, affective reactions and exercises of judgment necessary to protect human rights and promote social, economic, and environmental justice (CSWE, 2015). In this paper, the author considers the ways in which her own experiences as an observing participant in environmental justice activism impacted her teaching, and discusses the pedagogical benefits that can result from social work educators' collaboration with grassroots activists. A sampling of students' observations regarding their own learning is presented as well.

The third section of this banded dissertation provides an overview of a peer-reviewed workshop presented at the annual conference of the Association of Baccalaureate Social Work Program Directors (BPD) in New Orleans, Louisiana in March 2017. In this workshop, the author discussed practical lessons learned in the course of her involvement in a nonviolent direct action to disrupt construction of a fracked-gas power plant, and the challenges and rewards

associated with inviting students to observe and participate in environmental justice activism. Resources to assist educators in creating a toolbox for activism strategies and tactics are also provided.

### **Discussion**

The three scholarly products that comprise this banded dissertation address social work educators' responsibility to prepare students to effectively engage in a broad range of civic activities, including social action. An examination of Marion Hathway's papers provides historical context for contemporary concerns about the need to better prepare social work students for the level of civic engagement necessary to advance human rights, and social, economic, and environmental justice. Hathway serves as an historic role model in her efforts to support social change despite personal cost, and her scholarly work regarding social responsibility in the social work profession continues to be worthy of study. Her call for the social work profession to "remain a catalytic agent of social progress" (Hathway, 1949b, p. 13) may be especially resonant in the current political environment, which has fostered a resurgence of activism. Throughout her writings, Hathway consistently emphasized social workers' obligation to be actively engaged in the ongoing challenge of promoting a functional democracy. She argued that it was crucial for every social work educator to recognize social action as an inherent responsibility in social work practice, and that faculty members' conviction on issues of social responsibility play a crucial role in shaping student attitudes. Interestingly, she also allowed that not every social work educator would possess the competencies necessary to participate in social action movements (Hathway, 1948). The significance of faculty members' participation in social action is a focus of the remainder of this banded dissertation.

The information presented in the conceptual paper suggests that social work educators' experience and ongoing engagement in social action is, in fact, of considerable value to students. In both the conceptual paper and the workshop presentation included in this banded dissertation, the author considers the ways in which her own experiences as an environmental justice activist has informed and enhanced her teaching in multifaceted and consequential ways. The author argues that several pedagogical benefits can result from social work educators' collaboration with grassroots activists, including the ongoing development of practice wisdom, the value of providing activist role models, and the creation of pathways for students' experiential learning.

### **Implications for Social Work Education**

Civic engagement has long been recognized as a fundamental responsibility of the social work profession. In the 1940s, Marion Hathway argued that the social work profession requires "definite action...into political and social life, not merely as a voter but as a participant citizen" (Hathway, 1947a, p. 48). This is certainly true today as well. Despite professional mandates, the level of political engagement and social activism among social work students and social workers appears to be quite moderate (Byers & Stone, 1999; Ritter, 2007; Rome & Hoechstetter, 2010). Research indicates that social workers do tend to be more politically engaged than the general public, when active engagement is defined as voting or contacting one's legislators (Ritter, 2007); still, studies have also found that more than half of social workers surveyed report low rates of political activity (Ritter 2008; Rome & Hoechstetter, 2010). Perhaps not surprisingly, studies suggest that practicing social workers and social work students are most likely to be involved in activities that are passive and require minimal investment of time and effort (Hylton, 2015; Rome & Hoechstetter, 2010). It is worthy of note that meaningful social change requires a great deal more than these levels of civic participation.

Social workers can and should play a relevant role in the resurgence of civic engagement and activism within the current political environment. At the time of this writing, the resurgence of protest movements across the United States – including Occupy Wall Street, Black Lives Matters, Standing Rock, the Women’s Marches, and the March for Our Lives to name just a few examples – shows no sign of abatement. Social work educators are obligated to assist students in developing the competencies needed to help advance human rights, social, economic and environmental justice (CSWE, 2015). This requires providing students with opportunities to learn how to effectively engage in a broad range of civic activities beyond what is presented in most social work curricula. Social work educators who are themselves engaged as activists will be better prepared to facilitate students’ learning about the range of actions that may be considered as they contemplate how to address a myriad of crucial problems, not least the environmental crises they now face. In order to help reinvigorating the profession’s commitment to activism, it will be incumbent on social work education programs to seek out and support faculty who are engaged in activist work.

### **Implications for Future Research**

The research presented in this banded dissertation is exploratory in nature, but suggests potential areas worthy of additional study. Empirical research is warranted to further examine the impact of activist role models in the classroom, expanded course content focused on civic engagement, and structured educational opportunities for social work students to observe and participate in a full range of civic activities, particularly how these experiences affect outcomes related to students’ knowledge, values, critical thinking, affective reactions and exercises of judgment (CSWE, 2015). Further research would be valuable to assist educators in developing best practice teaching activities to effectively prepare our students for the level of civic

participation that will clearly be necessary to advance human rights, and social, economic and environmental justice in the years ahead.

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Social Responsibility in Social Work:  
The Philosophy of Marion Hathway

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### Abstract

Marion Hathway (1895-1955) was a social work educator, scholar and activist well known for her support of peace efforts, civil rights, organized labor and the expansion of economic security for all. For most of her teaching career, Hathway was affiliated with the School of Social Work at the University of Pittsburgh, though she ultimately resigned under pressure in 1951, during the midst of the McCarthy era, after prominent members of the community denounced her as a Communist. In this paper, the author examines Hathway's philosophy regarding social responsibility in the social work profession and social work education, utilizing primary source documents available in the collection of Marion Hathway Papers housed at the Social Welfare History Archive at the University of Minnesota. The paper is based on original historic research consisting of an exploratory thematic analysis of her articles, speeches, notes and syllabi during the 1940s, as this was a time period when she was quite prolific on the topics of democracy and social action. Hathway's progressive perspective is valuable both for its contribution to our understanding of social work's intellectual history, and its relevance to issues that the profession continues to wrestle with regarding the role of social work education in preparing students to address crucial social problems.

*Keywords:* democracy, Marion Hathway, social action, social work education, social work history

### Social Responsibility in Social Work: The Philosophy of Marion Hathway

Marion Hathway, born in 1895, was a social work educator, scholar and activist. Hathway studied at the University of Chicago, where she earned her masters degree in 1927 and completed her doctorate, under the direction of social work pioneers Sophonisba Breckinridge and Edith Abbot, in 1933 (Marion Hathway Papers, n.d.). For most of her teaching career, from 1932-1951, Hathway was affiliated with the School of Social Work at the University of Pittsburgh, though she took a leave of absence from 1939-1941 to serve as the Executive Secretary of the American Association of Schools of Social Work. Over the course of her career, she played a leadership role in many professional organizations, worked diligently to promote social work as a profession, and published four books and more than 50 articles related to social work and/or social work education (Andrews & Brenden, 1993). She was active in progressive politics and well known for her support of peace efforts, civil rights, organized labor, and the expansion of economic security for all. Beginning in the late 1940s, a number of prominent Pittsburgh citizens denounced Hathway as a Communist and called for her dismissal from the University of Pittsburgh (Reisch & Andrews, 2002). Although she was defended by many of her peers and students, Hathway experienced increasing pressure until she finally resigned from the university in 1951. She then accepted a position at Bryn Mawr College, where she taught until her death, in 1955, at the age of 60.

Hathway's career spanned a transformative period in the history of social welfare in America. After the stock market crash of 1929 and the Great Depression that followed, existing private philanthropic organizations were wholly insufficient to meet the widespread need

(Trattner, 1999). Franklin Delano Roosevelt (FDR), who won the 1932 presidential election in a landslide, instituted a series of federal relief programs, collectively known as the New Deal. With millions of workers unemployed, and the power of larger social and economic forces over individuals' lives increasingly apparent, the imperative of this level of assistance overcame Americans' reservations about public welfare programs. The Social Security Act, established in 1935, introduced the idea of entitlement into American policy, and signaled the beginning of what Jansson (2004) has called "the reluctant welfare state" in America. This expanding field of social services created unprecedented demands for social workers and social work education. The social work profession continued its ongoing debate about how best to navigate the divides between private and public social service agencies, as well as the tensions between a focus on micro systems (addressing the problems of individuals and families) and macro systems (addressing structural social and economic problems that affect the population as a whole). While the Depression had drawn many social workers to a perspective that valued social action and reform efforts, with the advent of World War II, the pendulum began to swing back to a greater emphasis on individual casework during the 1940s (Trattner, 1999; Wenocur & Reisch, 2001). In the post-war period of the late 1940s and early 1950s, an anti-Communist movement took hold in the United States, emboldening not only Senator Joseph McCarthy, but also others in power across the country, to persecute intellectuals and activists on the political left who were proponents of the expansion of the welfare state, civil rights and organized labor. Marion Hathway was among those targeted during these years (Reisch & Andrews, 2002).

Although Hathway is not one of the best-known figures in social work history, scholars have recognized her as one of a number of the female social work leaders of her generation who "played the role of critical participant" during a time when social work came of age (Andrews &

Brenden, 2003, p. 31). Andrews and Brenden (2003) lauded her ongoing commitment to social reform, even at the risk of personal cost, and suggested that her voice could help “influence the contemporary social work profession to be committed to a focus on economic-political aspects of social justice issues” (p. 31). In 2002, the *Journal of Progressive Human Services* reissued an article written by Hathway, “The primary responsibilities of social workers in the United States”, originally published in *The Compass* 60 years earlier. The editor noted that Hathway’s “call to meet these responsibilities in a time of ‘world war’ remains relevant in our work today, when unfortunately many of these same problems exist” (Leighninger, 2002, p. 120).

This paper adds to the small body of published work regarding Hathway’s contributions to the field by examining the development of her philosophy regarding social responsibility in the social work profession throughout the 1940s, a time period during which she was quite prolific on the topics of democracy and social action. It is based on original historic research utilizing primary source documents, consisting of Hathway’s articles, speeches, notes and syllabi from the 1940s, available in the collection of Marion Hathway Papers housed in the Social Welfare History Archives at the University of Minnesota. The archive’s collection of Hathway Papers consists of 16 boxes (7.5 linear feet) of artifacts including correspondence, articles, speeches, newspaper clipping, and course materials such as syllabi and teaching notes. The author’s broadly defined guiding interest in reviewing these materials was to examine Hathway’s view of the role of *civic engagement* in social work practice and social work education. The library’s description of its collection of Hathway’s articles and speeches made use of the terms “democracy” and “social action”. A search of these terms led to Boxes 8 and 9 (Series 3. Articles and Speeches, 1927-1954), which contain myriad potentially relevant materials. The scope of this study was further limited by focusing on Hathway’s writings during the 1940s, the decade

immediately prior to the incidents in which she was publically denounced as a Communist, as this was a time period when she was quite prolific on the topic of democracy. In addition, a review was conducted of Box 15 (Series 8. Newspaper Clippings, circa 1920-1951), which contains newspaper clippings pertaining to Hathway's professional activities. In order to consider how Hathway's philosophy informed her teaching and/or her thoughts about social work education, Boxes 10 and 11 (Series 4. Course Materials, 1924-1953), which contain her syllabi and course notes from the 1940s, were also examined. Photographs were taken of hundreds of pages of original documents during two visits to the Archives; in a subsequent analysis of the selected writings, several themes emerged regarding social responsibility in social work and social work education.

Hathway frequently discussed the reciprocal nature of democracy, and she focused a great deal of attention on how this concept related to the practice of social work. The importance of social action in social work practice is a recurrent theme in Hathway's papers. Hathway argued that the challenge and obligation of the social work profession is to "remain a catalytic agent of social progress" (Hathway, 1949b, p. 13). Her perspective on the role of social work education provides important historical context for concerns voiced by many social work scholars in the present day that students may not be adequately prepared for the level of social and political engagement necessary to address crucial social problems (Felderhoff, Hoefer & Watson, 2016; Hardina & Obel-Jorgensen, 2009; Ritter, 2007; Ritter, 2008; Rothman, 2013). A recent editorial in the National Association of Social Workers (NASW) journal, *Social Work*, implored social work leaders to reinvigorate the profession's commitment to activism (Bent-Goodley, 2015). As a social worker who persevered in her work for social change, even amidst efforts to persecute her, Hathway serves as an historic role model. Her progressive perspective

about the importance of social action in social work practice to address the need for structural change is worthy of consideration both for its contribution to our understanding of social work's intellectual history and its relevance to contemporary issues regarding social responsibility in social work practice and social work education.

The conceptual framework of critical social theory, which emphasizes the necessity of working for social change, supports and informs this study. Seen through a critical lens, educators' responsibility is understood to be fundamental to democracy in that it should help prepare students to become reflective critical thinkers who are committed to acting in socially engaged and responsible ways (Giroux, 2014). The application of critical theory in this paper links the theory's assumptions, which closely align with the social work profession's commitment to social justice, with social work educators' obligation to effectively prepare students to serve their communities as informed and engaged citizens.

### **The Reciprocal Nature of Democracy**

Throughout the archival papers reviewed for this study, Hathway frequently commented on the reciprocal nature of democracy. In 1940, for example, she wrote, "Generally speaking, the social services include those provisions which are designed to assist the adjustment of the individual to society in such a way as to further his constructive operation as a citizen in a democracy" (Hathway, 1940b, p. 22). She noted also, "Inherent in democracy is the responsibility of social institutions to the body politic....In his own interest, it is the responsibility of the citizen to establish and maintain services which make an important contribution to the successful functioning of a democracy" (p. 23).

Hathway focused much of her attention on how this concept related to the practice of social work. In a 1941 address to the Joint Committee on Trade Unions in Social Work entitled “Trends in civil liberties and their concern to social workers”, she asserted:

The social worker is both citizen and practitioner. As a citizen he is concerned that the institutions of our democracy function in the true spirit of the aggregate good to the aggregate number. As a practitioner he is concerned that the social services, important among these institutions, are adequate in scope, are sound in objectives, are without bias in operation. As a citizen, he recognizes civil liberties as the sine qua non of the democratic state under which he is living. As a practitioner, he recognizes that the social services to function effectively must have the support of citizens to whom these liberties are guaranteed. (Hathway, 1941a, p. 1)

This understanding of the essential nature of both civic and professional responsibility serves as a foundation for Hathway’s thoughts about the role of social work in a democratic society. The centrality of protecting and advancing civil liberties was a focus of many of Hathway’s speeches.

### **The Four Freedoms**

A *New York Amsterdam Star-News* article recounting Hathway’s “Trends in civil liberties” speech reported that, in her role as Executive Secretary of the American Association of Schools of Social Work, Hathway had quoted President Roosevelt on the topic of four essential freedoms. “In appealing to social workers to exercise the true principles of democracy, not theoretically, but practically, Miss Hathway declared, ‘For the social worker, the four freedoms are a frame of reference in which his practice is rooted’” (Smith, 1941). The concept of the four freedoms – freedom of speech, freedom to worship, freedom from want, and freedom from fear –



that FDR had introduced in his annual address to Congress earlier that year (Roosevelt, 1941), was a theme to which Hathway regularly returned in her discussions about social work's role in a democracy.

In a paper entitled "What social changes do we face", which she presented later that year, Hathway wrote:

The concentration of wealth, the inequality in employer-employee relationships and the insecurity of our wage-earning groups only tell us with sober reality of the long distance we must travel.... We need to understand more clearly than we do, the conditions which are essential to the functioning of a democracy, the equipment we have and the equipment we lack in order to provide these essential conditions, and the ways in which remedy lies. Freedom of speech, freedom to worship, freedom from want and freedom from fear imply a new economic order. Economic security will establish a freedom from want, industrial justice will establish freedom from fear of exploitation in industry, equality of treatment for minorities will establish the freedom to worship, political democracy will establish freedom of speech. These are the mandates of the social changes of our time. (Hathway, 1941b, pp. 6-7)

Hathway continued to make reference to the four freedoms in her writing as late as 1949; as the decade progressed, however, she began to place greater and greater emphasis on the issue of economic security. This focus on the need for the expansion of economic security became noticeably more prominent in her discussions of the role of social work after the President's State of the Union address in 1944.

### **The Economic Bill of Rights**

In his 1944 State of the Union address, FDR introduced what became known as the Economic Bill of Rights:

We have come to a clear realization of the fact that true individual freedom cannot exist without economic security and independence. 'Necessitous men are not free men.' People who are hungry and out of a job are the stuff of which dictatorships are made. In our day these economic truths have become accepted as self-evident. We have accepted, so to speak, a second Bill of Rights under which a new basis of security and prosperity can be established for all regardless of station, race, or creed. Among these are:

The right to a useful and remunerative job in the industries or shops or farms or mines of the Nation;

The right to earn enough to provide adequate food and clothing and recreation;

The right of every farmer to raise and sell his products at a return which will give him and his family a decent living;

The right of every businessman, large and small, to trade in an atmosphere of freedom from unfair competition and domination by monopolies at home or abroad;

The right of every family to a decent home;

The right to adequate medical care and the opportunity to achieve and enjoy good health;

The right to adequate protection from the economic fears of old age, sickness, accident, and unemployment;

The right to a good education. (Roosevelt, 1944)

Hathway later declared, "After long years of search and inquiry, I have come to accept the Economic Bill of Rights as the clearest expression of the philosophy of social work practice in

the framework of American democracy” (Hathway, 1947b, p. 1). She argued that if we accept this idea that individual freedom cannot exist without economic security and independence,

...this fusion of the concept of individual freedom and collective security begins to clarify for us a kind of philosophic base which gives our field a unity, an under-structure upon which our practice can be developed. Yet it challenges us to determine how are we to hold our understanding of and service to the individual as a professional discipline, and at the same time extend that discipline to an understanding of and service to the environment. (p.2)

Hathway considered that the Economic Bill of Rights “is such a set of ethical values that seem to me...to test the validity of our professional efforts as practitioners and educators” (p. 2). This recognition of economic security as a right firmly established a mandate for the social work profession, in Hathway’s view.

**Freedom plus groceries.** Throughout the 1940s, Hathway continued to contemplate and to speak out about the function of social work in a democracy. In a paper presented in 1949 at the Conference on Social Work Education entitled “Social work: Its future in a democratic society”, Hathway stated, “[M]y thesis is that social work is a catalytic force in a democratic society” (Hathway, 1949a, p. 1). Again, she addressed the reciprocal nature of democracy, now highlighting the necessity of economic security:

Democracy is a method of social organization, which is based on belief in the dignity and worth of the individual. The concept of the reciprocal nature of rights and responsibilities under-girds and shapes the philosophy of the democratic state. The idea reconciles the freedom and the rights of the individual with responsibilities required of him for the

welfare of the whole. Expressed in algebra terms, ‘D equals F plus G’; Democracy is “freedom plus groceries”. (p. 1)

The phrase “freedom plus groceries” references a quote first attributed to Maury Maverick, a progressive Texas congressman in the 1930s (Schlesinger, 2003, p. 143). This belief that the provision of economic security is a crucial aspect of democratic society is at the heart of Hathway’s philosophy regarding social responsibility in the social work profession.

### **The Future of the Profession**

From the vantage point of the late 1940s, Hathway reflected on the evolving social philosophy on which the profession is based. She noted that the period of the 1930s

...took social workers into legislative chambers, into congressional hearings and into the process of lobbying. It may be said with accuracy, that this is the period when the social worker became a citizen in the real sense. It dawned upon him, with great reality that the days of kindly philanthropy were over, and private agencies struggling to raise funds and meet needs could not possibly face the obligations of the period; that the extent to which social work could find its place in the whole political economic thinking and leadership would determine the future of the profession devoted as it was to “helping the individual”. (Hathway, 1947a, p. 47)

Moving forward, she contended:

The principles and policy which have guided us in the past must become translated into definite action and by this I mean realistic action which takes the profession into the field of community and national efforts, into political and social life, not merely as a voter but as a participant citizen. (Hathway, 1947a, p. 48)

Hathway believed that although social and economic conditions vary over time, the “objectives of the professional and citizen participant in social welfare have a changeless quality” (p. 39).

This notion of the social responsibility inherent in a reciprocal democracy continued in her writings on the topic of social action, an issue of particular relevance in the current social and political environment.

### **The Importance of Social Action**

The importance of social action in social work practice is a recurrent theme in Hathway’s papers. In a 1940 presentation entitled “Social action in inaction: The challenge,” Hathway argued:

Either we accept professional responsibility in relation to the environment and follow the road to the control of forces which threaten to destroy human personality or we admit that the problems are insoluble and become, in the oft-quoted words of ~~Robert~~ (sic) Roger Baldwin, “merely stretcher bearers of industry.” Obviously, within the profession there is need for a variety of skills, some of which have little or no relation to aggressive social action. But the ideology of social work embraces social action and most of us are thereby presented with concrete demands for decision and action each day. The social worker who accepts the challenge of his profession accepts a limited role in social change, but he accepts nothing less than a comprehensive and inclusive program of social justice as his ultimate aim and goal. (Hathway, 1940a, p. 4)

At the start of the decade, Hathway recognized both the challenge and necessity of social workers’ participation in social action to bring about social change.

At that time, Hathway identified social workers’ potential contributions to social action as including “fact-finding, interpretation, the development of public opinionin (sic) and the

evaluation of legislation through research” (1940a, pp. 13-14). She emphasized the importance of developing effective methods:

Useless is the type of effort represented by the high school student who rushed home after school to say, “Mother, isn’t it wonderful? Today at school we passed a resolution to abolish war.” A statement of policy is one thing; when and how we use it is another. (Hathway, 1940a, p. 14)

Here, as was often the case, Hathway turned her attention to the issue of social responsibility in social work education.

**Social action: The role of social work education.** Hathway acknowledged concerns about social workers’ preparedness for social action, noting “schools of social work have not always accepted the responsibility of preparing students to participate constructively in social movements within the community” (1940a, p. 5). She did, however, recognize progress:

The social worker is part of a large movement to make democracy effective and his professional preparation should give him some awareness of the role he occupies. ...To an encouraging degree...the schools are turning their attention to the social and economic framework in which social work is practiced and are relating the social sciences as both background and foreground to the professional curriculum. (Hathway, 1940a, p. 6)

Hathway further remarked that social work education could not be expected to “produce a person of maturity and wisdom, capable of assuming immediate leadership” but stressed that “professional study can lay the general basis upon which this capacity can be built and in which the desire is inherent” (p. 11).

**Social responsibility.** In many ways, Hathway’s message about social action remained remarkably consistent throughout the decade, though, perhaps more urgently and forcefully

stated over time. In a presentation entitled “Our responsibility – 1948: Preparation for social responsibility” at the Conference of the American Association of Schools of Social Work in 1948, Hathway observed:

Social work has not been without a social philosophy or a sense of social responsibility. Some thing of the kind has been basic to our functioning throughout the years. It has, however, been a kindly, tolerant and patient aura which has hovered over ‘our enabling efforts’ as we have emerged from the philanthropic dominance of the past. (Hathway, 1948, p. 3)

She chided those who would skirt their responsibility to support social action:

The day, for example, of “I approve of labor unions but-----I don’t approve of strikes; “I believe in civil liberties but-----a personnel committee of the board can provide for all personnel practices in our agency”-----these attitudes are like “lavender and old lace today” (Hathway, 1948, p. 3).

In this presentation, Hathway posited “five hypotheses of social responsibility”: social action is a part of all professional practice; responsible social action rests upon historical understanding and conviction about future trends in the social welfare services; public responsibility in the field of social welfare establishes firmly the place of professional service in public services; social agencies supported by voluntary contributions from the community are responsible to the community; and, the principles of civil liberties shall govern the practices of social agencies (Hathway, 1948, pp. 5-6). Hathway used this opportunity to address this gathering of social work educators to clearly state the expectation that social action is an inherent responsibility in social work practice.

**Social responsibility: The role of social work education.** Again, as she had done throughout the decade, Hathway returned to the role of social work education. Interestingly, she noted:

As faculty members our responsibilities do not require that each one shall be active in social action movements. Action we will leave to those who are competent and ready. But from conviction we will excuse no one. Students should be able to assume that every member of the faculty of a school of social work has conviction on these five points or their equivalents and the kind of conviction that leaves no student in doubt. This is of fundamental importance in shaping student attitudes... (1948, p. 7)

Once again, she emphasized social responsibility, and yet allowed that not all social workers, nor social work educators, would possess the competencies necessary for social action.

As she had done nearly a decade earlier, Hathway stressed the importance of providing students with the background knowledge about larger societal forces in order to help prepare them to recognize and carry out their social responsibilities:

Further, our responsibility is to help students to understand the nature of the social economic setting in which present day social work is practiced. Few students come to our schools with any working knowledge of social economics. They need an understanding of the social structure just as they need an understanding of the individual who lives under the structure. (Hathway, 1948, p. 7)

**The future of social work is intertwined with the future of democracy.** Hathway's summarized class discussion notes from a course called "Social Forces & Social Work", which she taught at the University of Pittsburgh in the autumn of 1949, provide a glimpse of the



message that she imparted in her own classroom. Under the heading “Final Comment”, she wrote:

We cannot escape the reality that the future of social work is now inevitably inter-twined with the future of our democracy. This has been all too clear for a very long time. If social service has such a stake in government, the social worker must engage in social action which recognizes and uses political and social forces which shape the destiny of legislatures, where decisions are made that affect the welfare of individuals. Techniques quite foreign to the philanthropic period of the nineteenth century must be brought to bear in 1949.... (Hathway, 1949b, p. 12)

Her notes indicate that the concluding thoughts she shared with her students reiterated her beliefs about the social responsibility of the social work profession:

It is this obligation which brings the social worker into conflict with special interests and places upon him the responsibility of maintaining a position while at the same time he is helping community groups to reach a solution that embodies the concept of ‘collective security’ or the welfare of the whole. In a sense, the social worker has made a choice and he participates in the community as a person whose position is clear. In a sense he represents one of the alternatives between which a community makes a choice. The challenge and obligation of social work is that it remains a catalytic agent of social progress. Its special knowledge and convictions about the needs of society stands as a bulwark against the aggression of private gain against the good of the whole. (p. 13)

Hathway’s forceful argument about the important role social work should play in a democratic society continues to resonate today.

### **Conclusion**

Marion Hathway was a prominent social work educator and a prolific writer during a significant period in the history of social work and social welfare. Her personal story is important; as a social worker who remained steadfast in her efforts to support social change, despite the risks of persecution, she serves as an historic role model. The archival records demonstrate that her scholarly work remains important as well. Throughout the 1940s, Hathway wrote thoughtfully about the social responsibilities of the social work profession in a democracy. She consistently emphasized the importance of social workers' active and informed engagement in the ongoing challenge of promoting a functional democracy that would be capable of addressing crucial social problems. In her 1942 article, "The primary responsibilities of social workers in the United States", she wrote, "In the present world conflict, we are struggling to defend the democratic ideology, not to defend an existing system.... To do this, however, we need to understand the conditions essential to the functioning of a democracy; what we have, what we lack" (Hathway, p. 18). Hathway's arguments about the fundamental nature of the need for income security, and her affirmation of the importance of social action in professional social work practice to address the need for structural change, continue to be relevant given the current state of our political and economic systems. Her thoughts about the role of social work education in preparing students to have the background knowledge and desire to participate in social movements have value both as an historic record and for their potential contribution to contemporary pedagogical debates.

The findings in this analysis, while exploratory in nature, add to the undeservedly small body of published works regarding Hathway's contributions to the field of social work and social work education. The Marion Hathway Papers archive is rich with materials relating to content that was not directly addressed here, but is certainly worthy of study. Two clear examples are

Hathway's longtime support of the organized labor movement and her developing focus on the rights of racial minorities.

The opportunity to review Hathway's writings provides a timely reminder of the social responsibility inherent in our work. This responsibility is especially significant in the context of the historic challenges facing the country and the profession as we confront the multifaceted consequences of the 2016 election. Hathway's recognition of the need to address social action in social work education is particularly pertinent, as we have witnessed a resurgence of protest movements in recent years, beginning with Occupy Wall Street and ranging from the Black Lives Matter protests across the country to protests against the Dakota Access Pipeline at Standing Rock. Widespread participation and interest in the post-inauguration Women's Marches and a plethora of other protests in response to the Trump administration suggest that an increase in social action is likely in the years to come. Hathway's perspective as a social work educator, scholar and activist during a crucial period of social change provides an important contribution to the profession's ongoing discussions about the role of social responsibility in social work. A more complete understanding of our history can only help us to meet the substantial challenges ahead. Now, as then, it is incumbent on social workers and social work educators to embrace the social responsibility of the profession.

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Necessary Trouble: Civic Engagement and Social Action in Social Work Education

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UNAVAILABLE UNTIL JUNE 1, 2019

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What Do We Want? Environmental Justice! When Do We Want It? Now!

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### Abstract

Social work educators are tasked with helping student develop the knowledge, values, critical thinking, affective reactions and exercise of judgment needed to advance environmental justice (CSWE, 2015). The inclusion of course content and experiential opportunities related to environmental justice activism has the potential to engage, inspire and empower students. This workshop, presented at the annual conference of the Association of Baccalaureate Social Work Program Directors (BPD) in 2017, offered an overview of potential challenges and rewards associated with inviting students to observe and engage in grassroots environmental justice activism. The workshop included a discussion of practical lessons learned by the presenter, a social work educator who has been engaged in environmental justice activism, including a recent arrest for nonviolent direct action to disrupt construction of a fracked-gas power plant. Resources to assist attendees in creating a toolbox for activism strategies and tactics were also provided.

*Keywords:* Environmental justice; activism; social work education

What do we want? Environmental justice! When do we want it? Now!

A peer-reviewed proposal was accepted by the Association of Baccalaureate Social Work Program Directors (BPD) for a 75-minute workshop, entitled *What do we want? Environmental justice! When do we want it? Now!*, which was presented by the author at the BPD Annual Conference, held March 1-5, 2017 in New Orleans. (The proposal, along with documentation of acceptance, is available for review in Appendix A.) The theme of this conference was “BPD for the Future: Social Work Educators, Allied Professionals and Students”. According to the abstract for the workshop,

Course content and experiential opportunities related to environmental justice activism can engage, inspire and empower students. The presenter, active in environmental justice efforts including civil disobedience, will review potential challenges and rewards associated with inviting students to observe and participate in environmental justice activism. Useful teaching resources will be shared.

The stated learning goals for this workshop were that attendees would be able to: 1.) Recognize the multifaceted value of partnering with environmental justice activists in local communities; 2.) Understand the benefits and challenges of incorporating content and experiential opportunities related to environmental justice activism in the BSW curriculum; and, 3.) Utilize online resources, and workshop handouts, to create a toolbox for activism strategies and tactics (many adaptable as activities for classroom use).

### **Presentation**

The PowerPoint slides presented (along with the presenter’s notes to self where applicable) are provided below. (The background theme of the original slides has been altered

for the purposes of this format.) With the exception of minor technical difficulties that delayed the start of the presentation, the workshop unfolded largely as planned. It began with an introduction outlining the structure of the presentation, which included a brief overview of the related literature, an account of my ongoing involvement in environmental justice activism, including my arrest for civil disobedience in 2015 and what I've learned from these experiences that has informed my teaching, and my students' involvement and reactions. The presentation concluded with a sample classroom activity, although this segment was somewhat rushed.



**What do we want? Environmental Justice!**  
**When do we want it? NOW!**

Terri Klemm  
Centenary University, NJ  
St. Catherine University and University of St. Thomas, MN

## Learning Objectives

- Attendees will be able to:
  - Recognize the multifaceted value of partnering with environmental justice activists in local communities
  - Understand the benefits and challenges of incorporating content and experiential opportunities related to environmental justice activism in the BSW curriculum
  - Utilize online resources, and workshop handouts, to create a toolbox for activism strategies and tactics (many adaptable for classroom use).

## Environmental Justice (EJ)

- “Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision-making process, nor is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air and food” (CSWE Global Commission, 2015).

## EJ as a Social Work mandate

- Social workers have long embraced a person in environment perspective, but often stopped short of acknowledging that *environment* includes the natural world.
- In recent years, scholars have begun to examine the profession's ethical responsibilities regarding environmental justice (for example, Besthorn & Saleeby, 2003; Dominelli, 2012; Gray & Coates, 2012, Phillip & Reisch, 2015).

## EJ as a Social Work mandate

- NASW policy affirms, "social workers must become dedicated protectors of the environment" (NASW, 2008, p. 124).
- CSWE now explicitly tasks educators with helping students to develop the knowledge, values, critical thinking, affective reactions and exercise of judgment needed to advance environmental justice (CSWE, 2015).
- A growing body of literature highlights the urgency of preparing students to effectively confront environmental crises (for example, Jones, 2010; Miller & Hayward, 2013).

## Students' Environmental Attitudes and Practices

- Social workers seem to be no more, nor less, environmentally friendly than the general population (Shaw, 2008; Miller & Hayward, 2014).
- In a survey of licensed social workers, Nesmith and Smyth (2015) found that respondents recognized the importance of addressing issues related to EJ but believed they had received inadequate training to do so in their SW education.
- Faver and Munoz (2013) found that students' reported concern about the environment was not matched by similar levels of attention to environmental issues.

Note: Little empirical research examines social workers' environmental attitudes and practices.

## Students' Environmental Attitudes and Practices

- Miller and Hayward found that students have a strong interest in environmental issues in the SW curriculum, but that their own practices focus on "private choices in their homes rather than on advocacy, social action, and overall socially engaged practices" (2014, p. 289).
- Jones (2010) observed, "students are often simply unaware of the range of possible actions they could take – as individuals and collectively, personally and professionally – that would contribute to the social transformations required if we are to address the ecological crisis" (p. 77).

## Activism deserves a “conscious pedagogy”

- The media typically present protests as if they erupt spontaneously. “Activism, much like any other means of engaging power, deserves a conscious, rather than accidental pedagogy” (Huish, 2013, p. 370).

Note: This was published in the *Canadian Journal of Developmental Studies*, not a social work journal. Huish (2013) argues that because the media typically present protests as if they erupt spontaneously, “there is a need to challenge popular understanding of protest to show that it is a dynamic spatial process of engagement that requires knowledge of tactics, space, place, history and theory” (p. 365). My own experience as an observing participant has greatly enhanced my understanding of the decision-making process, and the emotional and physical aspects of engaging in civil disobedience.



Democracy is  
not a spectator  
sport



May 2015

Note: Briefly tell the story of about my initial involvement in efforts to stop CPV power plant.



## [#StopCPV](#)

- Fracked-gas power plant in Wawayanda, NY
  - Low-income community targeted
- Health and safety concerns
- Extends dependence on fossil fuel
  - Rhetoric of “bridge fuel” and “clean energy”
- Misrepresents energy needs and economic benefits
- Lawsuit in progress to demand a new environmental impact study

Note: Title is hyperlinked to *Fracked Gas & Oil in the Hudson Valley* on YouTube. (VOC mentioned in video refers to Volatile Organic Compound.) A new environmental impact study is needed because, since first approved, there have been changes to construction plans and NY State imposed a moratorium on fracking. (Also, there is evidence of corruption in Albany with CPV lobbyist – but avoid getting too far into the weeds here about details specific to CPV). After video, explain hazards of fracking in more detail if there’s interest.

## Weekly Protests

Community activists  
have picketed  
the CPV construction site  
*every single Saturday*  
since August 2015



Note: Important that students learn the sense of joy and community that is often part of activism.

Social Workers are  
well represented  
on the picket line



## Nonviolent Direct Action

- “Nonviolent direct action seeks to create such a crisis and establish such creative tension that a community that has constantly refused to negotiate is forced to confront the issue. ....The purpose of direct action is to create a situation so crisis-packed that it will inevitably open the door to negotiation.”
- Martin Luther King, Jr.  
*Letter from a Birmingham Jail, 1963*

- “Voting is easy and marginally useful, but it is a poor substitute for democracy, which requires direct action by concerned citizens”  
– Howard Zinn



## Civil Disobedience Trainings

Note: Acknowledge my fears prior to committing to this action. Also, the importance of very practical lessons learned (decisions about holding hands vs. pipes or chains; what will bring state troopers vs. local police; civil vs. criminal charges, etc.). I didn't earn Continuing Ed credits but this has definitely served as professional development.

## Press conference

To have media on hand



Photo by Erik McGregor



Photo by Erik McGregor

## ***Messaging matters!***

Consider both visual image  
and statements in advance



Note: Messaging decisions to be made: Happy? Sad? Angry? It's important to speak in one voice. I learned some lessons learned the hard way; for example, best to write quotes *before* the action. Support roles include: media wrangler, spokesperson, photographers and a social media person OFF SITE to create and distribute memes, etc. Photos can be sent directly to DropBox.

**Green Roles,  
Yellow Roles,  
Red Roles  
make good use of  
PRIVILEGE**

Important roles include  
Police Liaison, Worker  
Liaison, Legal Observer

Training and support  
available from the  
National Lawyer's Guild



Note: It is, of course, the epitome of race and class privilege that I'm able to use this experience in a way that adds to my CV. I hadn't known about the idea of green roles (choosing to get arrested), yellow roles (support person on site, so potential risk), and red roles (safely off site) prior to this experience. That's been a valuable part of my own learning, and of great interest to students. Show them the jail support form. (There's paperwork, even here!) Also of interest: training and support available from the National Lawyer's Guild – and there's a song to remember their phone number.



Note: Crowd support was extremely helpful. I was interested to learn that those getting arrested might agree in advance on certain songs or chants to signal info to others in the group: “I’m ok” or “Don’t intervene”, etc.





Photo by Erik McGregor

Note: The officer who arrested me quietly encouraged us to keep coming back: “We live here, too”. Of course, this is not everyone’s experience. It speaks to the wide ranging risks of environmental damage, but also the issue of privilege.



Photo by Erik Gledman  
Times Herald-Record



**Six arrested for blocking  
entrance to CPV power  
plant construction site**

**Opponents of CPV power plant  
pledge continued "peaceful  
means" to stop it**

### Activist actor James Cromwell arrested in power plant protest

The Babe star was taken away by police after locking himself to other protesters who claim New York state complex will emit toxins

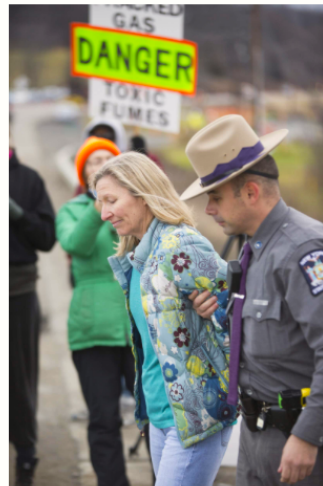


Power to the people! — Babe star James Cromwell was arrested at a power plant protest after Photograph: Erik McGregor/Demotix/Corbis



Photo by Erik McGregor

### My 15 minutes of fame



Half a dozen protesters including actor James Cromwell were taken into custody by state police during a protest at the Competitive Power Ventures power plant construction site Friday morning in Slate Hill. ERIK GLIEDMAN/Times Herald-Record

Note: Talk about activism as self-care – both in terms of taking care of our basic needs and the sense of empowerment that comes with fighting back. Also, the value of acting as a role model is important on many levels – not least because our actions help redefine the “center”.

## Our day(s) in court

The “Necessity Defense”



Note: Explain the “necessity defense” – essentially that the moral imperative of blocking construction and bringing public attention to the dangers that this plant presents to the community and the planet is a greater obligation than any laws that we broke. Give example of the *Delta 5* in the Pacific Northwest.

Dates	Topics	Readings to complete in preparation for this class	Assignments due at this time
9/29	<p><b>Special Topic: Environmental Justice*</b></p> <p><b>9 am – 3 pm Wawayanda, NY</b></p> <p>We have a unique opportunity to attend a civil disobedience trial for the so-called “Wawayanda Six”, who acted to disrupt construction at a fracked-gas power plant. A number of factors will make this an interesting trial to observe: The defense will be among the first to make use of the “necessity defense”, only recently recognized by courts in the US in cases of actions that seek to prevent environmental damage. Two Cornell scientists, and other public health experts, will give expert testimony about health and safety impacts. The defendants include the actor James Cromwell, and two local social work educators... including Professor Klemm!</p>	<p>Archambault, D. (2016, August 24). Taking a stand at standing rock. <i>The New York Times</i>. Retrieved from <a href="http://www.nytimes.com/2016/08/25/opinion/taking-a-stand-at-standing-rock.html">http://www.nytimes.com/2016/08/25/opinion/taking-a-stand-at-standing-rock.html</a></p> <p>Gonzalez, S. (2015, December 9). NJ's poorest live surrounded by contamination. <i>WNYC</i>. Retrieved from <a href="http://www.wnyc.org/story/nj-contaminated-sites/">http://www.wnyc.org/story/nj-contaminated-sites/</a></p> <ul style="list-style-type: none"> <li>Use this interactive map to learn about DEP sites in your community:</li> <li>WNYC (n.d.). <i>Dirty little secrets: NJ's contaminated sites</i>. Retrieved from <a href="https://project.wnyc.org/toxic-nj/">https://project.wnyc.org/toxic-nj/</a></li> </ul> <p>National Association of Social Workers. (2012). <i>Environmental policy. Social Work Speaks: NASW Policy Statements, 2012-2014</i>. (9<sup>th</sup> edition) Washington, DC: NASW Press [posted on Moodle]</p> <p>Also, please do take the time to watch any one (or more!) of the three documentaries by filmmaker and environmental activist Josh Fox: <i>Gasland</i> (2010), <i>Gasland Part II</i> (2013) and/or <i>How to Let Go of the World and Love All the Things Climate Can't Change</i> (2016). Known as the “Gasland trilogy”, these films address the perils of fracking and climate change. They are widely available on Netflix, iTunes, HBO, etc.</p> <p><b>*Environmental Justice, defined:</b>  “Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision-making process, nor is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and food.” (Adapted from the CSWE Global Commission, 2015.)</p>	<p><i>Please make every effort to attend some, or all, of this off-campus event, in lieu of class attendance on this date.</i></p>

Please note: A Community Organizer from NJ's *Food & Water Watch* will also join us as a guest speaker to discuss issues of Environmental Justice at some point this semester (**Date TBD**)

## Civil Disobedience Trial on the syllabus

An alternative assignment was also provided

Note: The trial was initially set for a day I was scheduled to teach, so I invited students to attend court in lieu of class. One alternative assignment was attendance at a film and discussion event held the evening of the trial at the community college. The other was to provide an annotated bibliography for two peer reviewed journal articles that address environmental justice issues.

[The page of my Fall 2016 Human Behavior and the Social Environment I syllabus, presented on this slide, is provided in Appendix B for closer review.]



Less than 24 hours  
before the trial, the  
Judge postponed.

Our case is STILL ongoing.

Next court dates:

April 20-21



### Getting arrested gets attention

*but real change demands much more than that*

- A LOT of people have spent countless hours organizing around kitchen tables, attending community forums in school gymnasiums, visiting legislators, making calls, sending letters...
- **The knowledge, values and skills of social work practice are of great value in this work!**
  - For example: consensus building; conflict management; developing appropriate interventions.

## Dennis Kucinich

Former US Representative  
from Ohio

Spoke at a community forum  
and joined the weekly picket



Note: The efforts to fight CPV continue.

**Josh Fox,**  
filmmaker

*Gasland*

*Gasland, Part II*

*How to Let Go of the World  
(and Love All the Things Climate  
Can't Change)*



Note: The latest film in the “Gasland Trilogy” was screened as a fundraiser for our group’s legal defense. I’ve since used these films for a Threaded Discussion assignment and students really liked them. The assignment: “You are invited to watch any one (or more!) of several documentaries by filmmaker and environmental activist Josh Fox: *Gasland* (2010), *Gasland Part II* (2013) and/or *How to Let Go of the World and Love All the Things Climate Can’t Change* (2016). Known as the ‘Gasland trilogy’, these 3 films address the perils of fracking and climate change. They are widely available on Netflix, iTunes, HBO, etc. Please begin your post by summarizing what you learned by watching the film you selected. Which scenes were the most memorable, powerful, or surprising to you? What questions (if any) do you now have, or what more do you need to know about the issues addressed in the film? If you had the opportunity to discuss your thoughts or concerns about environmental issues relevant to the film with one of your legislative representatives, what three key points would you highlight?”



[Fox has recently released a 4th documentary, *Awake: A Dream from Standing Rock* (2017), about the Dakota Access Pipeline.]

**Think Globally.  
Act Locally.**

*Tell me and I'll forget  
Show me and I'll remember  
Involve me and I'll  
understand*

Working collaboratively  
with local activists provides  
a valuable laboratory for  
students' learning.



Note: My policy classes have long included both Think Globally and Act Locally assignments. I hadn't planned for students' participation on the picket line to be an "Act Locally" option, but several students made the request. Their written reflections suggest that it was a meaningful learning experience.

## On the picket line: Students' reflection papers

- Titled: "Act Locally: Empowered by the Picket Line"
- "...a wonderful experience of activism. Being part of the picket line...is something I definitely plan on staying involved with in the future. My thoughts on the drive there were full of worry and anxiety.... Once the picketing started, all those fears went away and I felt like we were all joined together for a great cause. This experience further showed me that in order to do great things you must step out of your comfort zone."
- "The picket line showed me how important paying attention to policy really is."
- "It makes me feel hopeful to know that there are other people in this world who see the amount of injustice, and want to stand up and put in the work to make that change."

## On the picket line: Students' reflection papers

- "Taking part in the protest...was a really cool experience. I couldn't ever see myself doing something like this before, I am glad I decided to go. I had this idea in my head that only the stereotypical 'tree-hugging' hippies protested, but I was surprised to see a lot of support from many different types of people in the community. College professors, lawyers, students, even the police showed their support by holding signs with us. It made me feel like we were actually making a difference and that people actually cared that we took the time out of our day to take a stand. I liked the atmosphere among the group of protesters. Even though I had never met most of the regulars, they were very kind and grateful that we made it out there to help support the cause."

## On the picket line: Students' reflection papers

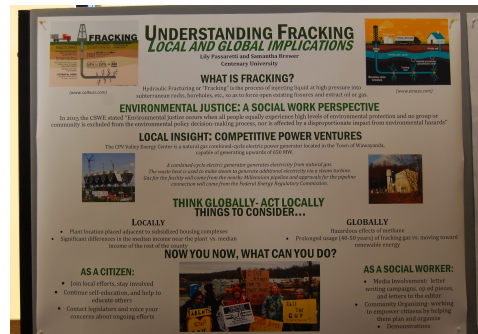
- “It was interesting to find out that there were a number of social workers in attendance. When people think of social workers, they tend to think of someone sitting in an office and handing out paperwork. They do not see social workers out in action like I saw on Saturday.”

Note: This suggests the value of modeling activism for our students.

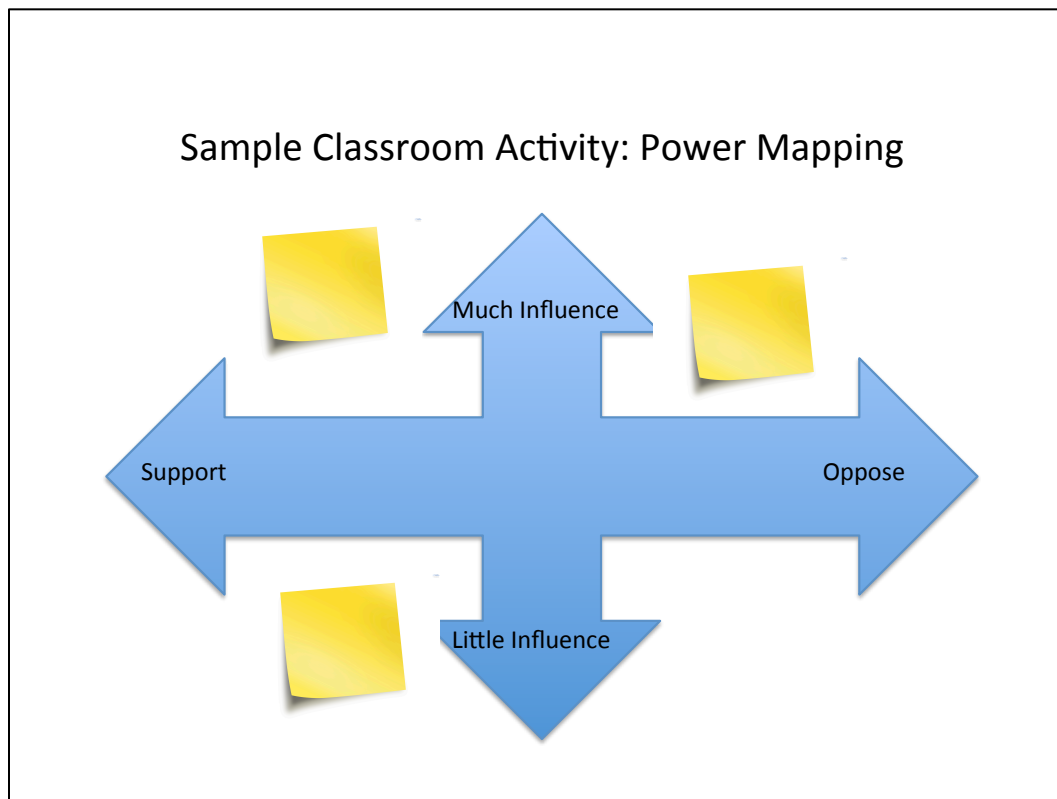
## Students' Poster Presentation

At the annual  
Dr. Paul Shane Memorial  
Policy Symposium  
sponsored by the  
NJBSWEA

*Changing Political Climate:  
Local and Global  
Implications*  
February 2017



Note: The New Jersey Baccalaureate Social Work Education Association (NJBSWEA) is essentially a group of policy professors from the schools of social work across the state who work together to organize a wonderful symposium every year. This year, my students opted to present a poster on fracking.



Note: This can be a useful approach to strategizing. Sometimes bringing influential people to neutral is helpful. Consider how much time and effort you should put into moving people over. I've started using it in class with my policy students when they're working on their advocacy project.

## Review of Handouts

- NVDA Action Roles
- Jail Support form
- American Civil Liberties Union. (2017). *Know your rights: Demonstrations and protests.*
- Training for Change: *Tornado warning: Four roles in social change.*
- The Ruckus Society: *Tactic star.*
- Wellstone: *The organizer's guide to the galaxy: Message in a bottle*

## Questions? Comments?

- I would also greatly appreciate it if you're willing to take a few moments to complete the anonymous evaluation form included with your handouts.

## Resources

- Boyd, A, & Mitchell, D.O. (Eds.) (2013). *Beautiful trouble: A toolbox for revolution*. New York: OR Books.
- The Ruckus Society (n.d.) *Action strategy: A how-to guide*. ruckus.org
- Training for Change (2016). *Tools*. trainingforchange.org
- Wellstone (n.d.) *Tools*. wellstone.org

## References

- Besthorn, F.H., & Saleeby, D. (2003). Nature, genetics and the biophilia connection: Exploring linkages with social work values and practice. *Advances in Social Work*, 4(1), 1-18.
- Dominelli, L. (2012). *Green social work: From environmental crises to environmental justice*. Cambridge: Polity Press.
- Faver, C.A., & Munoz, J.D. (2013). Environmental concern and action: A view from the border. *Journal of Human Behavior in the Social Environment*, 23, 345-355. doi: 10.1080/10911359.2013.763712
- Gray, M., & Coates, J. (2012). Environmental ethics for social work: Social work's responsibility to the non-human world. *International Journal of Social Welfare* (21), 239-247.
- Huish, R. (2013). Dissent 101: teaching the "dangerous knowledge" of practices of activism. *Canadian Journal of Development Studies*, 34(3), 364-383.
- Jones, P. (2010). Responding to the ecological crisis: Transformative pathways for social work education. *Journal of Social Work Education*, 46(1), 67-84.
- Miller, S., & Hayward, R. (2014). Social work education's role in addressing people and a planet at risk. *Social Work Education*, 33(3), 280-295. doi:10.1080/02615479.2013.805192
- Nesmith, A., & Smyth, N. (2015). Environmental justice and social work education: Social workers' professional perspectives, *Social Work Education*, (34)5, 484-501.
- Palmiotti, J. (2016, December). *Fracked gas & oil in the Hudson Valley* [Video file]. Retrieved from <https://www.youtube.com/watch?v=8BORNvmuzHE>
- Philip, D., & Reisch, M. (2015). Rethinking social work's interpretation of 'environmental justice': From local to global. *Social Work Education*, 34(5), 471-483.
- Shaw, T. (2013). Is social work a green profession? An examination of environmental beliefs. *Journal of Social Work*, 13(1), 3-29. doi:10.1177/1468017311407555

In addition to a reference page that also listed recommended resources, the following handouts, including two anonymously authored resources that had been made available to the author in the course of civil disobedience trainings with community activists, were provided to workshop attendees:

Anonymous. (n.d.) *Jail support form for individual actions*.

Anonymous. (n.d.) *NVDA action roles*.

American Civil Liberties Union. (2017). *Know your rights: Demonstrations and protests*.

Retrieved from <https://www.aclu.org/know-your-rights/what-do-if-your-rights-are-violated-demonstration-or-protest>

Hunter, D., & Raasch-Gilman, B. (2016). Tornado warning: Four roles in social change.

*Training for Change*. Retrieved from <https://www.trainingforchange.org/tools/tornado-warning-four-roles-social-change-0>

The Ruckus Society. (n.d.) *Tactic star*. Retrieved from

<http://ruckus.org/downloads/RuckusActionStrategyGuide.pdf>

Wellstone (n.d.) *The organizer's guide to the galaxy: Message in a bottle*. Retrieved from

<http://www.wellstone.org/resources/organizer%E2%80%99s-guide-galaxy-message-bottle>

All of these handouts are available for review in Appendix C of this chapter.

### **Attendee Feedback**

Fourteen people attended the workshop, and nine of the attendees completed a written evaluation. Feedback was generally positive. The evaluation form utilized for this presentation is provided in Appendix D. On a five-point scale (with 1 indicating “strongly disagree” and 5 indicating “strongly agree”), the response means are as follows:



- The objectives of the presentation were clearly stated: 4.55
- I found the presentation to be engaging: 4.22
- The presenter was knowledgeable about the subject matter: 4.77
- The presenter responded appropriately to attendees' questions and comments: 4.66
- The content presented was valuable to me: 4.55
- Overall, the presentation effectively enhanced my knowledge and/or interest regarding environmental justice activism: 4.44.

Four attendees responded to the request for a written "comment on areas of strength and/or suggestions for improvement":

- So interesting. Can't wait to talk to classes about your presentation. Great handouts!
- Continue connecting the environmental justice topic/content in telling own story of activism & action.
- Excellent case story presented @ how to engage your privilege (sic) for the common good.
- Could have moved a little more quickly.

In addition, three attendees stayed to speak with me after the presentation. One person simply wanted to say that she had enjoyed the presentation and to thank me for my activism. Another shared the story of his own arrest for civil disobedience, noting that it had taken place before he'd entered academia. The third was a member of the BPD Sustainability Committee, who encouraged me to consider joining that committee. (I accepted the invitation to attend the committee's annual meeting later that day and agreed to serve as a peer reviewer for proposals submitted on the Environmental Justice track for the 2018 annual conference.)

## Reflections on Learning

This workshop was one of a series of presentations that I gave during 2016 and 2017 in which I began to explore the intersections of my activism, pedagogy and scholarship. Prior to this BPD conference, in April 2016, I gave a preliminary version of this presentation, *Environmental justice, civil disobedience and social work education*, to a small group of colleagues at a faculty forum held at Centenary University in New Jersey, where I teach. In November 2016, I also co-presented a workshop, *Modeling environmental justice activism in social work education: A case study*, with a fellow activist, social worker and community college professor Naomi Miller, at CSWE's Annual Program Meeting (APM) in Atlanta, Georgia. While these three presentations were intended for faculty, in the weeks and months following the BPD conference, I also had the opportunity to deliver two major presentations in venues with a larger audience of social work students. In these, I continued to draw from my experience as an environmental activist, but I provided more content about the dangers of fracking and incorporated broader information about the importance of civic engagement in social work practice. In late March 2017, I was the keynote speaker at James Madison University's Social Work Celebration, which focused on the theme "Water is Life", before an audience of approximately 150 students. In April 2017, I was an invited speaker at the 34<sup>th</sup> annual Social Work Day at the United Nations, which focused on the theme of "Promoting Community and Environmental Sustainability". My speech at the United Nations, *Social workers stand up for environmental justice*, was given before an audience of 750 social work students, practitioners, educators and dignitaries, and was also available as a live webcast, now archived on UN Web TV (<http://webtv.un.org/watch/34th-annual-social-work-day-at-the-united-nations/5400996547001>).

The response to the workshop presented at the BDP conference, in combination with feedback from the presentation at CSWE's APM, reaffirmed my assumption that environmental justice activism is an area of considerable interest within the social work education community. The process of developing this presentation helped me to begin to clarify what are the most meaningful lessons learned from my experiences as an activist that are of value in my work with students. This includes, for example, a better understanding of the role of privilege in activism. The written feedback from workshop attendees, both positive (regarding my discussion of privilege) and more critical (regarding the need to be more engaging), proved to be valuable in helping me to prepare for the subsequent presentations at James Madison University and the United Nations. In both of these, I was more mindful of time constraints and, importantly, more intentional in my effort to encourage audience participation. Together, these presentations, in concert with my ongoing work with BSW students in the classroom, served as valuable stepping-stones in the development of my conceptual paper (*Necessary Trouble: Civic Engagement and Social Action in Social Work Education*) that considers the pedagogical benefits of activist experience.

This workshop was also the first time, in an academic or professional venue, that I framed activism as self-care, although the idea was not central to the presentation and was only mentioned briefly in my remarks about being arrested. I carried this idea forward as a separate talking point in my later presentations. Interestingly, the brief discussion of activism as self-care seemed to generate a great amount of interest in response to my talk at the United Nations. For this reason, I hope to research this further and will explore the possibility of writing a conceptual paper on activism as form of self-care at some point in the future.

## Annotated References

Besthorn, F.H., & Saleeby, D. (2003). Nature, genetics and the biophilia connection: Exploring linkages with social work values and practice. *Advances in Social Work*, 4(1), 1-18.

In this article, the authors observe that social work, despite its eco-systemic perspective, has tended to define *environment* too narrowly, and they argue that inclusion of the natural world is essential to social work values and knowledge. The article was referenced in my presentation as an example of an increasing number of scholarly works that examine the social work profession's ethical responsibilities regarding environmental justice.

Council on Social Work Education. (2015). *Educational policy and accreditation standards*. Alexandria, VA.

In 2015, the Council on Social Work Education (CSWE), which had previously identified advancing human rights and social and economic justice as a core competency of social work practice, expanded this language to include advancing environmental justice as well. This information, as well as the definition of the term "environmental justice" provided in the 2015 EPAS glossary, was discussed in my presentation.

Dominelli, L. (2012). *Green social work: From environmental crises to environmental justice*. Cambridge: Polity Press.

This text, written by a British professor, examines a range of issues related to environmental justice from a social work perspective. Case studies addressing the impacts of environmental degradation on vulnerable people and communities are presented throughout the text. Dominelli argues for a holistic approach to social work practice in which social workers partner with people in their communities to address

structural inequalities and to work for change at the local, national and international levels in order to protect the environment and enhance people's well-being. It was referenced in my presentation as an example of an increasing number of scholarly works that examine the social work profession's ethical responsibilities regarding environmental justice.

Faver, C.A., & Munoz, J.D. (2013). Environmental concern and action: A view from the border. *Journal of Human Behavior in the Social Environment*, 23, 345-355.

doi:10.1080/10911359.2013.763712

This article presents a survey of Latino social work students living near the US-Mexico border, which suggested that the students' reported concerns about the environment was not matched by similar levels of attention to environmental issues. The study was referenced in my presentation during a brief review of the research regarding students' and social workers' environmental attitudes and practices.

Gray, M., & Coates, J. (2012). Environmental ethics for social work: Social work's responsibility to the non-human world. *International Journal of Social Welfare* (21), 239-247. doi:10.1111/j.1468-2397.2011.00852.x

This article provides an overview of the field of environmental ethics, and poses ethical questions regarding the social work profession's responsibilities to the non-human world. It was referenced in my presentation as an example of an increasing number of scholarly works that examine the social work profession's ethical responsibilities regarding environmental justice.

Huish, R. (2013). Dissent 101: teaching the “dangerous knowledge” of practices of activism.

*Canadian Journal of Development Studies*, 34(3), 364-383.

doi:10.1080/02255189.2013.809334

The author presents his experience in teaching a controversial course in which students studied and engaged in activism as part of an International Development Studies program at a Canadian university. He offers a compelling argument for the need to provide students with a “conscious pedagogy” regarding protest actions. This article helped to inspire the proposal for this presentation, as it lent credence to the scholarly value of the information under discussion.

Jones, P. (2010). Responding to the ecological crisis: Transformative pathways for social work education. *Journal of Social Work Education*, 46(1), 67-84.

doi:10.5175/JSWE.2010.200800073

The author, a social work educator in Australia, discusses transformative learning theory as a model for how to expand the ecological orientation of social work and social work education in order to address urgent environmental issues. This article was referenced in my presentation as an example of the literature highlighting the importance of preparing students to effectively confront environmental crises.

King, M.L. (1963). *Letter from the Birmingham jail*. Retrieved from

<https://kinginstitute.stanford.edu/king-papers/documents/letter-birmingham-jail>

This classic document, written by civil rights icon Martin Luther King, Jr. while he was imprisoned for an act of civil disobedience, provides a discussion of nonviolent direct action that was quoted in my presentation.

Miller, S., & Hayward, R. (2014). Social work education's role in addressing people and a planet at risk. *Social Work Education*, 33(3), 280-295. doi:10.1080/02615479.2013.805192

This article presents a survey of both BSW and MSW students at two schools in different regions of the United States, which suggests that students' environmental attitudes are similar to the general population, and that students show a strong interest in having additional environmental justice content in the social work curriculum. This study was referenced in my presentation during a brief review of the research regarding students' and social workers' environmental attitudes and practices, and as an example of the literature highlighting the importance of preparing students to effectively confront environmental crises.

National Association of Social Workers. (2009). Environmental policy. *Social Work Speaks: NASW Policy Statements 2009-2012* (8<sup>th</sup> ed.). Washington, DC.

This policy statement, endorsed by NASW, identifies the well being of the natural environment and issues of environmental justice as areas of concern to the social work profession, and emphasizes the need for social workers to develop greater awareness of issues related to environmental justice. The statement indicates that NASW supports and advocates for policies and programs that protect the environment. It was referenced in my presentation as another example of the social work profession's increased recognition of environmental justice work as an ethical mandate.

Nesmith, A., & Smyth, N. (2015). Environmental justice and social work education: Social workers' professional perspectives, *Social Work Education*, (34)5, 484-501.  
doi:10.1080/02615479.2015.1063600

This article presents a cross-sectional exploratory mixed methods study of licensed social workers from a Midwest state, which found that respondents recognized the importance of addressing issues related to environmental justice, but believed that they had received inadequate training to do so during the course of their social work education. The study was referenced in my presentation during a brief review of the research regarding students' and social workers' environmental attitudes and practices.

Palmiotti, J. (2016, December). *Fracked gas & oil in the Hudson Valley* [Video file]. Retrieved from <https://www.youtube.com/watch?v=8BORNvmuzHE>

This independently produced video offers a brief overview of many residents' concerns about the potential effects of the CPV power plant in the Hudson Valley region of New York. It was shown during the workshop to provide background information regarding the activism under discussion.

Philip, D., & Reisch, M. (2015). Rethinking social work's interpretation of 'environmental justice': From local to global. *Social Work Education*, 34(5), 471-483.  
doi:10.1080/02615479.2015.1063602

This article provides a case study illustrating the important role social workers can play in advancing environmental justice. The authors argue that the social worker profession must integrate environmental justice into its mission and values in order to promote individual and collective well-being. It was referenced in my presentation as an example of an increasing number of scholarly works that examine the social work profession's ethical responsibilities regarding environmental justice.

Shaw, T. (2013). Is social work a green profession? An examination of environmental beliefs. *Journal of Social Work*, 13(1), 3-29. doi:10.1177/1468017311407555



This article presents a cross-sectional survey of a random sample of NASW members, which found that social workers are no more or less environmentally friendly than the general population in the United States. The study was referenced in my presentation during a brief review of the research regarding students' and social workers' environmental attitudes and practices.

## 2017 Call for Proposals

**Submission Title:** What do we want? Environmental Justice! When do we want it? Now!

**Reference ID:** 0844-000032

### Proposal

**Session Format\*** Workshop

**Presenter Type\*** Regular Qualified Presenter

**Session Track\*** Sustainability

**Target audience\*** Intermediate Level

**Title\*** What do we want? Environmental Justice! When do we want it? Now!

**Abstract\*** Course content and experiential opportunities related to environmental justice activism can engage, inspire and empower students. The presenter, active in environmental justice efforts including civil disobedience, will review potential challenges and rewards associated with inviting students to observe and participate in environmental justice activism. Useful teaching resources will be shared.

### Proposal\*

Social workers have long embraced a "person in environment" perspective, but stopped short of acknowledging that environment includes the natural world. In recent years, scholars have begun to examine the profession's ethical responsibilities regarding environmental justice (Gray & Coates, 2012; Philip & Reisch, 2015). NASW policy affirms, "social workers must become dedicated protectors of the environment" (NASW, 2008, p. 124). Social work educators are now tasked with helping students develop the knowledge, values, critical thinking, affective reactions and exercise of judgment needed to advance environmental justice (CSWE, 2015).

The inclusion of course content and experiential opportunities related to environmental justice activism has the potential to engage, inspire and empower students. Miller and Hayward (2014) found that students have a strong interest in exposure to environmental issues in the social work curriculum, but their own environmental practices focus on "private choices in their homes rather than on advocacy, social action, and overall socially engaged practices" (p. 289). In a recent study of students' political interest and efficacy, Bernklau Halvor (2016) noted that students have difficulty envisioning advocacy roles beyond what they have been exposed to in classes; she recommends that educators should facilitate connections with advocacy groups, and create opportunities for students to engage in local and "real" political experiences. Jones (2010) observed, "students are often simply unaware of the range of possible actions they could take – as individuals and collectively, personally and professionally – that would contribute to the social transformations required if we are to address the ecological crisis. . . . [P]roviding examples of practice and activism grounded in an ecological paradigm gives students a starting point for considering what actions they themselves can take" (p. 77).

There has been tension between activism and professionalism throughout the history of social work and social work education (Reisch & Andrews, 2002). Fifty years ago, Thursz contended that the appropriate question ought not to be whether civil disobedience is professional, but rather, "Is it appropriate in terms of achieving the goal which we have set?" (1966, p. 19). Contemporary social work educators must help equip students to address such questions for the future. As Huish (2013) argues, "Activism, much like any other means of engaging power, deserves a conscious, rather than accidental pedagogy" (p. 370).

The presenter, a BSW Program Director working in collaboration with local grassroots environmental groups, was arrested last year for participation in a nonviolent direct action to disrupt construction of a fracked-gas power plant situated in an under-resourced community. This action, which garnered national press coverage, as well as subsequent court appearances, coalition building efforts and protests, provided unforeseen learning opportunities for both faculty and students. This workshop will offer an overview of potential challenges and rewards associated with inviting students to observe and engage in grassroots environmental justice activism. Lessons learned regarding civil disobedience, including valuable practical

information about safety, strategy and tactics, and a variety of online teaching resources, will be shared. Relevant activities adaptable to the classroom, such as Power Mapping, will be demonstrated.

#### References\*

Bernklau Halvor, C. (2016). Increasing social work students' political interest and efficacy. *Journal of Policy Practice*, 15(4), 289-313. Council on Social Work Education. (2015). Educational policy and accreditation standards. Alexandria, VA. Gray, M. & Coates, J. (2012). Environmental ethics for social work: Social work's responsibility to the non-human world. *International Journal of Social Welfare* (21), 239-247. Huish, R. (2013). Dissent 101: Teaching the "dangerous knowledge" of practices of activism. *Canadian Journal of Development Studies*, 34(3), 364-383. Jones, P. (2010). Responding to the ecological crisis: Transformative pathways for social work education. *Journal of Social Work Education*, 46(1), 67-84. Miller, S. & Hayward, R.A. (2014). Social work education's role in addressing people and a planet at risk. *Social Work Education*, 33(3), 280-295. National Association of Social Workers. (2008). *Environment policy. Social Work Speaks: NASW Policy Statements 2009-2012*. 8th edition. Washington, DC. Philip, D. & Reisch, M. (2015). Rethinking social work's interpretation of 'environmental justice': From local to global. *Social Work Education*, 34(5), 471-483. Reisch, M. & Andrews, J. (2002). *The road not taken: A history of radical social work in the United States*. Philadelphia: Brunner-Routledge. Thursz, D. (1966). Social action as a professional responsibility. *Social Work*, 2(3), 12-21.

**Learning Objective 1\*** Recognize the multifaceted value of partnering with environmental justice activists in local communities

**Learning Objective 2\*** Understand the benefits and challenges of incorporating content and experiential opportunities related to environmental justice activism in the BSW curriculum

**Learning Objective 3\*** Utilize online resources, and workshop handouts, to create a toolbox for activism strategies and tactics (many adaptable as activities for classroom use).

**Keywords\*** "environmental justice"; activism

#### Primary Presenter / Submitter

**First Name\*** Terri

**Middle Name / Initial**

**Last Name / Surname\*** Klemm

**Suffix**

**Credentials\*** MSW, LCSW

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**Speaker Bio\*** Terri Klemm, Associate Professor of Social Work and BSW Program Director at Centenary University, helped to establish Centenary's BSW Program more than a decade ago, originally serving as Director of Field Education. In 2009, she was honored with Centenary's Distinguished Teaching Award. She currently teaches the program's Policy and HBSE sequences. Terri earned her MSW from Rutgers University. She is a Licensed Clinical Social Worker, certified in Clinical Social Work Supervision, Disaster Response Crisis Counseling, and Trauma Response & Crisis Intervention. Terri is currently pursuing a DSW, focused on education as practice, at St. Catherine's University – University of St. Thomas School of Social Work. Areas of interest include pedagogy and curriculum development, news literacy, civic engagement and environmental justice.

**CV Upload\***

tskCV2016for BPD.doc

[View](#)

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## Co - Presenters

**Co-Presenters?\*** No

**Subject:** BPD Annual Conference Submission Decision LetterA

**Date:** Tuesday, September 20, 2016 at 5:11:11 PM Eastern Daylight Time

**From:** BPD Conference Planning Committee

**To:** Klemm, Terri

Dear Terri Klemm :

We are delighted to inform you that your proposal, reference # 0844-000032, has been accepted by our reviewers and recommended for presentation at the 2017 BPD Annual Conference in New Orleans, LA. Please review the information below and adhere to all noted deadlines for having your presentation included in the conference program. All information to be included in the program is listed below and will be printed as submitted if no changes are received by the deadline.

Accepted presenters should plan to attend the entire conference and be prepared to present on any of the conference dates (March 1-5, 2017). We will be scheduling sessions over the next few weeks and all presentations will be scheduled and/or paired according to topic area. If you are presenting in more than one session, you may be scheduled for both presentations on the same day but not in the same time slot. Due to the number of activities that must be scheduled we are unable to take special requests for presentation dates and times.

Please review the information and deadlines below as they relate to your presentation and travel planning. If your plans have changed and you are unable to present at the conference, please contact us immediately. Again, we thank you for your submission and look forward to a wonderful conference.

**Presentation Information (to be listed in the program):**

**Title:** What do we want? Environmental Justice! When do we want it? Now!

**Track:** Sustainability

**Format:** Workshop

**Abstract:** Course content and experiential opportunities related to environmental justice activism can engage, inspire and empower students. The presenter, active in environmental justice efforts including civil disobedience, will review potential challenges and rewards associated with inviting students to observe and participate in environmental justice activism. Useful teaching resources will be shared.

**Primary Presenter:** Terri Klemm

**University/Affiliation:** Centenary University (previously known as Centenary College)

**State/Location:** New Jersey

Additional Presenters: No (co-presenters will receive a separate letter with their contact information listed)

**Scheduling:**

Accepted presenters should be prepared to present at any time during the March 1-5 conference. Pre-conference sessions will be scheduled on Wednesday, March 1st and all other sessions will be scheduled between 8:00 am-4:30 pm on March 2nd - 4th and 8:00 am-12:00 pm on March 5th. Due to the number of activities that need to be scheduled we are unable to accommodate special requests for presentation dates/times.

**Length of Presentations:** Paper presentations consist of two sessions paired together in one 75-minute slot. Paper presenters each have equal presentation time and should allot time for questions at the end of their presentation. Workshop, round table, general session and invited speaker presentations are scheduled for 75 minutes each.

**Membership:** All non-BSW students must be paid 2017 members of BPD by January 1, 2017 in order to present at the conference. BPD does not offer membership waivers for community practitioners or non-invited speakers at this time. Membership fees for professionals are \$185 and \$60 for retirees. At this time, BPD does not have a student membership category and all non-BSW students presenting at the conference will need to pay the \$185 membership rate to present. Membership is not required for BSW students, but students presenting with faculty will pay the \$155 student conference rate, or the student volunteer rate to attend.

**Registration:** All presenters must register for the conference. Registration will open by October 21st. Please visit our [website](#) for additional information.

**Technology:** All general session, workshop and paper presentation rooms are furnished with an LCD and Screen. All other presentation types are restricted from use of audio visual equipment. Additional presentation equipment can be ordered at an additional charge to the speaker directly from the hotel. Audio Visual, electrical, and internet order forms are available through BPD.

**Important Dates and Deadlines:**

*Changes to Presentation Info:	October 21, 2016
Session Cancellation Deadline:	October 21, 2016
Session Schedule Distributed:	December 1, 2016
Membership Deadline:	January 1, 2017

*\*Please note that changes to presentation info are limited to the removal of a speaker, and content of title, and abstract. Adding of speakers once a proposal has been accepted is prohibited.*

Amanda Scott  
BPD Executive Director

Shannon Cambron  
Conference Chair

Please do not reply to this message. It was generated from an account that is not monitored, so replies to this email will not be read. You are welcome to get in touch with us at [conferences@bpdonline.org](mailto:conferences@bpdonline.org).

## Appendix B

Dates	Topics	Readings to complete in <i>preparation</i> for this class	Assignments due at this time
9/29	<p><b>Special Topic: Environmental Justice*</b></p> <p><b>9 am – 3 pm</b> <b>Wawayanda, NY</b></p> <p>We have a unique opportunity to attend a civil disobedience trial for the so-called “Wawayanda Six”, who acted to disrupt construction at a fracked-gas power plant. A number of factors will make this an interesting trial to observe: The defense will be among the first to make use of the “necessity defense”, only recently recognized by courts in the US in cases of actions that seek to prevent environmental damage. Two Cornell scientists, and other public health experts, will give expert testimony about health and safety impacts. The defendants include the actor James Cromwell, and two local social work educators... including Professor Klemm!</p>	<p>Archambault, D. (2016, August 24). Taking a stand at standing rock. <i>The New York Times</i>. Retrieved from <a href="http://www.nytimes.com/2016/08/25/opinion/taking-a-stand-at-standing-rock.html">http://www.nytimes.com/2016/08/25/opinion/taking-a-stand-at-standing-rock.html</a></p> <p>Gonzalez, S. (2015, December 9). NJ’s poorest live surrounded by contamination. <i>WNYC</i>. Retrieved from <a href="http://www.wnyc.org/story/nj-contaminated-sites/">http://www.wnyc.org/story/nj-contaminated-sites/</a></p> <ul style="list-style-type: none"> <li>• Use this interactive map to learn about DEP sites in <u>your</u> community:</li> <li>• WNYC (n.d.). <i>Dirty little secrets: NJ’s contaminated sites</i>. Retrieved from <a href="https://project.wnyc.org/toxic-nj/">https://project.wnyc.org/toxic-nj/</a></li> </ul> <p>National Association of Social Workers. (2012). Environmental policy. <i>Social Work Speaks: NASW Policy Statements, 2012-2014</i>. (9<sup>th</sup> edition) Washington, DC: NASW Press [posted on Moodle]</p> <p>Also, please do take the time to watch any one (or more!) of the three documentaries by filmmaker and environmental activist Josh Fox: <i>Gasland</i> (2010), <i>Gasland Part II</i> (2013) and/or <i>How to Let Go of the World and Love All the Things Climate Can’t Change</i> (2016). Known as the “Gasland trilogy”, these films address the perils of fracking and climate change. They are widely available on Netflix, iTunes, HBO, etc.</p> <p><b>*Environmental Justice, defined:</b>  “Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision-making process, nor is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and food.” (Adapted from the CSWE Global Commission, 2015.)</p>	<p><i>Please make every effort to attend some, or all, of this off-campus event, in lieu of class attendance on this date.</i></p>

Please note: A Community Organizer from NJ’s *Food & Water Watch* will also join us as a guest speaker to discuss issues of Environmental Justice at some point this semester (**Date TBD**)

Please see Moodle for supplemental readings, resources and websites of interest related to environmental justice.

## NVDA Action Roles

Most likely, all of these roles will not be filled or will overlap. This is just a simple guide and can be altered depending on the action taking place.

### BEFORE

Traditional Media: prepares press release, press contact sheet, talking points

Social Media: develop hashtags, prepare tweets, skeleton memes, monitor/update websites and Facebook pages/events

Art Team: banners, signs, props, sewing

Deployment Team: prepare personal statements, practice tactical or soft skills

Researchers: gathers information about target - for campaign and to assist the Scouts.

Scouts: looks at site to determine the best time to deploy, location to deploy and set up, back-up plans, escape route, parking, safety, closest jail, hospital, hardware store, pharmacy, etc.

Outreach: Depending on the secrecy of the action, outreach may be done for larger mobilizations - maybe through social and traditional media as well.

Jail Support: Distributes and collects completed jail support forms - of everyone despite level of risk. Introduces themselves to Deployment Team, gives everyone the Jail Support Contact # (preferably a home phone or a number that is local)

### DURING

#### Deployment Team

Risking Arrest: AG participating in the NVDA

Direct Support: Provide support to those risking arrest for as long as needed. Direct Support is a risking role. A conversation about what D.S. means will have to be determined by those risking and D.S. (are they providing water, holding keys for lockdowns, etc.)

Police Liaison: Responsible for bridging the communication between the police and the AG's

Lookouts: Maintains view of action from afar and is able to communicate with necessary AG's - onsite and offsite AG's (when police arrive, when police detain or arrest)

Media Spokesperson: Person prepared to speak to the media about the campaign, does not reveal details about the action - sticks to solid talking points. Dressed appropriately.

Media Wrangler: Responsible for directing media to the Media Spokesperson

Photographer/Videographer: Sometimes the same person or two different people. Take images of the action after deployment is set up.

Runner: Run's camera chip offsite to Offsite Media before police arrive.

Social Media: Take photos with a smartphone - sends immediately to shared hosting site, tweets updates

Additional protesters/demonstrators: Folks who are holding signs, chanting, but not



risking arrest.

Medic: Activists trained in first aid.

Legal Observer: Not affiliated with any AG, members of the National Lawyers Guild who document what they see.

### Offsite

Social Media: Makes meme's, updates social media sites, updates website - posts personal statements, sends out link to fundraising site

Traditional Media: Emails press release once notified action has been deployed, calls media contacts, continues emailing, speaking to the media (talking points, campaign information) redirects to onsite media contact #.

Jail Support: Once notified that folks have been arrested, begins contacting jails to locate them. Contacts emergency contact on jail support forms. Goes to the jail and provides support (makes sure arrestees have their medication, advocates for them). Jail Support also provides support for the community and is aware that our team chose to get arrested, they are kind to all those waiting in the jail, offers to listen, provides community care. If folks remain in jail, Jail Support is responsible for arrestees commissary, phone calls, maintaining communication with arrestees and their families, letters, etc.

### **AFTER**

Jail Support: This role does not stop once folks have been released from jail. Jail Support is responsible for checking in with everyone regarding mental health needs.

Medics: treat physical and emotional pain until folks receive higher care.

Lawyer: Private or with the National Lawyer's Guild

Traditional Media: Continues to update traditional media sources, organizes press conferences.

Social Media: Continues to update social media about arrestees as they move through the system, continues to send out the link to the fundraising site, shares articles and news stories on social media and websites

## Jail Support form for individual actions

- \* This **must** be actively reviewed between a member of jail support and the person who fills out the form.
- \* BE SPECIFIC (i.e., don't just list "Goodnight Moon Co-op", list the number, and the person(s) to be contacted there)

Date reviewed: \_\_\_\_\_ Current event/action: \_\_\_\_\_

Full legal name (on your state issued ID): \_\_\_\_\_

Preferred name: \_\_\_\_\_

Birth Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Citizenship / immigration status: \_\_\_\_\_

Identified gender \_\_\_\_\_

*(if you're comfortable with it, please speak with jail support if you identify as a trans person, or other than your perceived physical gender.)*

Email address: \_\_\_\_\_ Best phone (mobile / home / work): \_\_\_\_\_

**MAILING ADDRESS** you plan to supply to authorities if arrested: (note that this must be somewhere you can reliably get paper mail for a minimum of 12 months after the action!)

**EMERGENCY CONTACT 1:** Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Phone (mobile / home / work): \_\_\_\_\_ 2nd phone (mobile / home / work): \_\_\_\_\_

e-mail: \_\_\_\_\_

Briefly, when you would like this person to be contacted or not contacted, and how best to frame messages. What should we know when we speak to them?

For the initial contact, is email or phone better?

**EMERGENCY CONTACT 2:** Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Phone (mobile / home / work): \_\_\_\_\_ 2nd phone (mobile / home / work): \_\_\_\_\_

e-mail: \_\_\_\_\_

Briefly, when you would like this person to be contacted or not contacted, and how best to frame messages. What should we know when we speak to them?

For the initial contact, is email or phone better?

## **BAIL & BOND**

**How do you feel about bail bond?** (i.e., paying a bail bond agent a percentage of the total bond, which they earn as their fee)

**Who can we contact to raise funds for bail, and do you have any personal funds you can contribute?**

## **MEDICAL**

**Do you have any medical needs? Prescriptions? Allergies?** *If you have important prescriptions or significant health issues please make certain to speak with someone on the jail support team.*

## **JAIL: THIS IS ONLY IF you're in jail for more than a week or two:**

do you want commissary? (to buy stuff, including paper, pens, food, etc. from the jail store): **yes / no**

do you want us to try to mail you books, and if yes, what kind? (much overtly political stuff won't get through)

What do you want when you get out of jail? (Dream big, but know our funds are limited!)

Is there anything else we should know?

## **FOR INDIVIDUAL ACTIONS**

Timeframe and name/nature of action:

Do you plan on getting arrested, or risking potential arrest? (Be specific!)

Are you here with anyone else? If yes, please provide their name and contact information.

Do you have a car? Where is it parked? Did you leave keys with anyone? Provide their contact information.

Who will you leave your ID, wallet, cell phone, etc. with if you might risk arrest?

If their contact information isn't already on this form, please list it here.

Do you have other belongings with you? e.g., tent, sleeping bag... If yes, please describe. What do you want done with them?

When do you need/want to be out of jail? Do you have bail money set up? If yes, please provide info!

Are you out on bond, probation, or parole? Do you have *any* active court cases? Please specify.

Are there any phone numbers you want us to give you if you call from jail?



# Know Your Rights: Demonstrations and Protests

## General guidelines

### **Can my free speech be restricted because of what I say—even if it is controversial?**

No. The First Amendment prohibits restrictions based on the content of speech. However, this does not mean that the Constitution completely protects all types of free speech activity in every circumstance. Police and government officials are allowed to place certain nondiscriminatory and narrowly drawn "time, place and manner" restrictions on the exercise of First Amendment rights. Any such restrictions must apply to all speech regardless of its point of view.

### **Where can I engage in free speech activity?**

Generally, all types of expression are constitutionally protected in traditional "public forums" such as streets, sidewalks and parks. In addition, your speech activity may be permitted to take place at other public locations that the government has opened up to similar speech activities, such as the plazas in front of government buildings.

### **What about free speech activity on private property?**

The general rule is that the owners of private property may set rules limiting your free speech. If you disobey the property owner's rules, they can order you off their property (and have you arrested for trespassing if you do not comply).

### **Do I need a permit before I engage in free speech activity?**

Not usually. However, certain types of events require permits. Generally, these events are:

- A march or parade that does not stay on the sidewalk, and other events that require blocking traffic or street closure
- A large rally requiring the use of sound amplifying devices; or
- A rally at certain designated parks or plazas

Many permit procedures require that the application be filed several weeks in advance of the event. However, the First Amendment prohibits such an advance notice requirement from being used to prevent rallies or demonstrations that are rapid responses to unforeseeable and recent events. Also, many permit

ordinances give a lot of discretion to the police or city officials to impose conditions on the event, such as the route of a march or the sound levels of amplification equipment. Such restrictions may violate the First Amendment if they are unnecessary for traffic control or public safety, or if they interfere significantly with effective communication with the intended audience. A permit cannot be denied because the event is controversial or will express unpopular views.

## **Specific problems**

### **If organizers have not obtained a permit, where can a march take place?**

If marchers stay on the sidewalks and obey traffic and pedestrian signals, their activity is constitutionally protected even without a permit. Marchers may be required to allow enough space on the sidewalk for normal pedestrian traffic and may not maliciously obstruct or detain passers-by.

### **May I distribute leaflets and other literature on public sidewalks?**

Yes. You may approach pedestrians on public sidewalks with leaflets, newspapers, petitions and solicitations for donations without a permit. Tables may also be set up on sidewalks for these purposes if sufficient room is left for pedestrians to pass. These types of free speech activities are legal as long as entrances to buildings are not blocked and passers-by are not physically and maliciously detained. However, a permit may be required to set up a table.

### **Do I have a right to picket on public sidewalks?**

Yes, and this is also an activity for which a permit is not required. However, picketing must be done in an orderly, non-disruptive fashion so that pedestrians can pass by and entrances to buildings are not blocked.

### **Can government impose a financial charge on exercising free speech rights?**

Some local governments have required a fee as a condition of exercising free speech rights, such as application fees, security deposits for clean-up, or charges to cover overtime police costs. Charges that cover actual administrative costs have been permitted by some courts. However, if the costs are greater because an event is controversial (or a hostile crowd is expected)—such as requiring a large insurance policy—then the courts will not permit it. Also, regulations with financial requirements should include a waiver for groups that cannot afford the charge, so that even grassroots organizations can exercise their free speech rights. Therefore, a group without significant financial resources should not be prevented from engaging in a march simply because it cannot afford the charges the City would like to impose.

### **Do counter-demonstrators have free speech rights?**

Yes. Although counter-demonstrators should not be allowed to physically disrupt the event they are protesting, they do have the right to be present and to voice

their displeasure. Police are permitted to keep two antagonistic groups separated but should allow them to be within the general vicinity of one another.

**Does it matter if other speech activities have taken place at the same location?**

Yes. The government cannot discriminate against activities because of the controversial content of the message. Thus, if you can show that similar events to yours have been permitted in the past (such as a Veterans or Memorial Day parade), then that is an indication that the government is involved in selective enforcement if they are not granting you a permit.

**What other types of free speech activity are constitutionally protected?**

The First Amendment covers all forms of communication including music, theater, film and dance. The Constitution also protects actions that symbolically express a viewpoint. Examples of these symbolic forms of speech include wearing masks and costumes or holding a candlelight vigil. However, symbolic acts and civil disobedience that involve illegal conduct may be outside the realm of constitutional protections and can sometimes lead to arrest and conviction. Therefore, while sitting in a road may be expressing a political opinion, the act of blocking traffic may lead to criminal punishment.

**What should I do if my rights are being violated by a police officer?**

It rarely does any good to argue with a street patrol officer. Ask to talk to a supervisor and explain your position to him or her. Point out that you are not disrupting anyone else's activity and that the First Amendment protects your actions. If you do not obey an officer, you might be arrested and taken from the scene. You should not be convicted if a court concludes that your First Amendment rights have been violated.



# TRAINING FOR CHANGE HANDOUT

WWW.TRAININGFORCHANGE.ORG

## Four Roles in Social Change

### Helper

#### EFFECTIVE

- Assists people in ways that affirm their dignity and respect
- Shares skills and brings clients into decision-making roles
- Educates about the larger social system
- Encourages experiments in service delivery which support liberation

#### INEFFECTIVE

- Believes charity can handle social problems, or that helping individuals can change social structures
- Focuses on casualties and refuses to see who benefits from victimization
- Provides services like job training which simply give some people a competitive edge over other people, without challenging the scarcity which gives rise to competition

### Advocate

#### EFFECTIVE

- Uses mainstream institutions like courts, city hall, legislatures to get new goals and values adopted
- Uses lobbying, lawsuits, elite networking/coalition-building for clearly-stated demands, often backed by research
- Monitors successes to make sure they are implemented

#### INEFFECTIVE

- "Realistic politics": promotes minor reforms acceptable to power-holders
- Promotes domination by top-down professional advocacy groups
- More concerned with organization's status than the goal of their social movement
- Identifies more with powerholders than with grassroots
- Does not like paradigm shifts

### Rebel

#### EFFECTIVE

- Protests: says "no!" to violations of positive American values
- Employs nonviolent direct action and attitude, including civil disobedience
- Targets power-holders and institutions
- Puts problems & policies in public spotlight
- Uses strategy as well as tactics
- Does work that is courageous, exciting, risky
- Shows in behavior the moral superiority of movement values

#### INEFFECTIVE

- Promotes anti-leadership, anti-organization rules and structure
- Attached to an identity as lonely voice on society's fringe
- Uses tactics without realistic strategy
- Has victim attitude, behavior: angry, judgmental, dogmatic
- Uses rhetoric of self-righteousness, absolute truth, moral superiority
- Can be strident: personal upset more important than movement's needs

### Organizer

#### EFFECTIVE

- Believes in people power: builds mass-based grassroots groups, networks
- Nurtures growth of natural leaders
- Chooses strategies for long-term movement development rather than focusing only on immediate demands
- Uses training to build skills, democratize decisions, diversify and broaden organization and coalitions
- Promotes alternatives and paradigm shifts

#### INEFFECTIVE

- Has tunnel vision: advocates single approach while opposing those doing all others
- Promotes patriarchal leadership styles
- Promotes only minor reform
- Stifles emergence of diversity and ignores needs of activists
- Promotes visions of perfection cut off from practical political and social struggle

*From Bill Moyer's Doing Democracy*





## **Tornado Warning**

*Four Roles in Social Change*

*Here's a tool to learn about the four roles of social change activists: Citizens, Change Agents, Rebels, and Reformers. It's goal is to build appreciation of the different roles, gaining empathy for all roles and different approaches to change.*

### **Running the Exercise**



I'm going to read a scenario. While you're hearing this scenario, think about the kind of response you'd make. Where are you immediately drawn in this situation?






*The Scenario* • In a Midwestern city in the US, a major tornado hits and knocks down a big manufactured home park. Almost forty people are still unaccounted for, and might be trapped in the rubble. The city's response is terribly inadequate – both in terms of preparation for a disaster like this, and in terms of execution of its flawed plan. State and federal offices have the resources to respond, but are not adequately mobilized. The bungled relief effort highlights a number of broader issues about how the government at all levels responds, especially to working poor Midwesterners.

How do you change this dreadful situation? Take a quick moment to think what you would do if you lived in that city.

Now, I'm going to read four possible actions, and point to places in the room. If you are immediately drawn to this particular action, move over to that spot. First listen to them all, then think about which reaction you are most likely to take.

#### Possible actions:

1. People could be dying under the rubble and need help immediately. We should go to the park right now and try to help the rescue efforts. Even if we can't help them, there are probably children who need care and could use our help.
2. We need to get on city hall's case right away, and see what is keeping the authorities from doing their jobs. We know they could get the state and the feds in here right away. There are systems in the city and we need to make sure everyone has tried all the options.
3. We need to get people together to plan an action about all the needs that aren't getting met. What can the churches do? What can the Rotarians and the Chamber of Commerce do? We should bring together the people who are suffering and allies together to put pressure on government to change the situation.
4. We can't let the government abuse people like this! Where's the governor and mayor? We need to raise our voices so they and the public can hear our outrage! Let's go camp on the state capitol grounds until he asks for a disaster declaration and gets the disaster relief funds flowing. We'll dramatize the loss of homes by setting up tents right where he has to look at them every day!

-  Assign each of the four roles to a corner in the room. Have people move there based on their immediate response to *this* situation. It may not always be an exact match, but tell people to pick which role best describes their impulse. If there are not enough people to fill a role, ask if a few people at least have an inkling in that direction, and could move over to that corner.
  -  Why are you in this spot? What do you think about the others? How is this particular role critical in making social change happen?
  -  After letting people discuss for a while, let them share in the large group. Then write up the four roles, sharing the names of the roles to each of them: 1. Citizens, 2. Reformers, 3. Change Agents, and 4. Rebels.
  -  From your position, what annoys you or concerns you when working with someone from one of the other positions? What would you say to the other roles about working with you?
  -  Stay expansive, light and energetic.
- After discussing the questions in small groups and reporting back after each discussion, bring everyone back together. Then pass out the handout "Four Roles Relating to Change" and talk about it in the large group. Include questions like: what is the value of the different roles?

*Written by Daniel Hunter with Betsy Raasch-Gilman, Training for Change  
Edited from Before you Enlist And After You Say No by Hannah Strange and Daniel Hunter  
Four roles of social change from Bill Moyer's Doing Democracy, part of Movement Action Plan*



### Regrouping

How do we plan to celebrate our action once it's done?  
What's our plan for debriefing the action?  
What does success look like?  
What we do want to measure?

### Relationships

How will our relationships with key stakeholders be affected?  
Will they likely move closer to our view or further away?  
We will create new relationships?  
Who should we communicate, consult, seek approval from, or collaborate with?

### Organization

How will our group be affected?  
How will this tactic affect recruitment, member-retention, and the acquisition of new skills?  
Will the tactic build trust or exacerbate tension and burnout?

### Tone

What is the tone of the action?  
Solemn, fun, angry, calm?  
How will people we want to engage (participants, passersby) react to the tone?

### Goals & Strategy

Is the action part of an ongoing systemic campaign with SMART goals?  
How will the action help us achieve our goals? What goals?  
Is this tactic in keeping with our strategy, and what has been done before, and will be done after?  
Does this tactic embody the lessons we've learned from previous work?

### Target

Who is the target?  
What influence does the target have on the goal?  
How will this tactic impact the target?  
How will the target react?  
Are we prepared for the target's reaction?

### Location

Where will the tactic take place?  
Does the location show the problem and reveal the target?  
Is the location at the point of consumption, destruction, or decision?

### Message

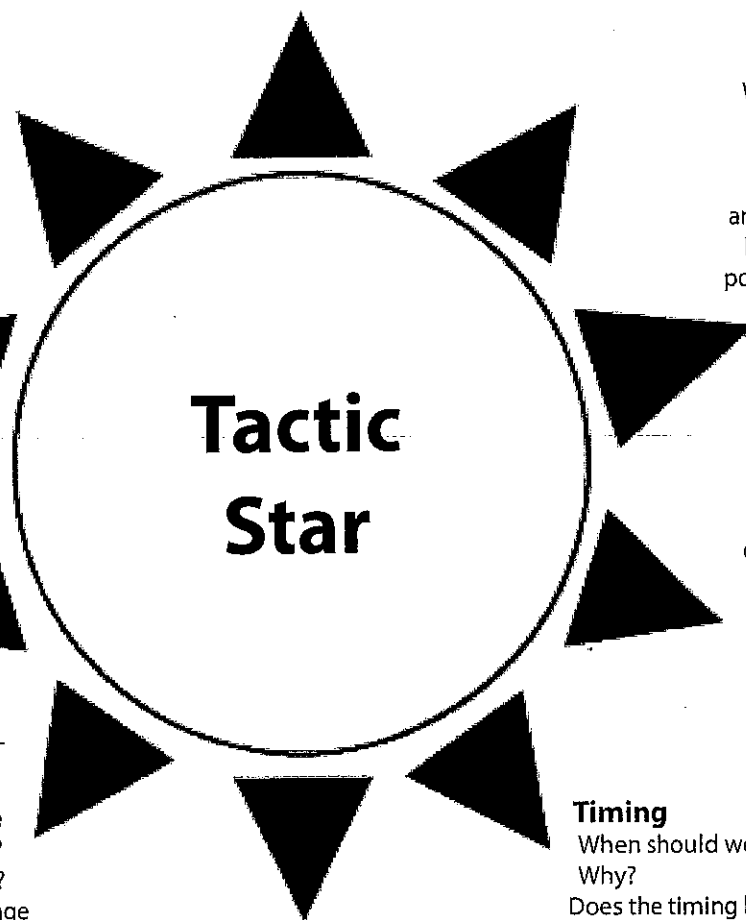
What will the tactic communicate to our audience, target, or allies?  
Is it understandable and persuasive?

### Timing

When should we do the action?  
Why?  
Does the timing hold potential for us or vulnerability for our opponents?  
Can we take advantage of current events or new developments?

### Resources

Is this action worth the limited time, energy, and resources of our group?  
Do we have the capacity to pull it off effectively?  
Can/should we expand it or scale it back?



**Here is a tool that guides us through critical questions so we can craft a strategic action. Move around the star from the top, clockwise, refining your action design as you go.**

## Protest

*registering your dissent.*

- Public Speeches
- Letters of opposition or support
- Signed public statements or declarations
- Group or mass petitions
- Brands, slogans, symbols
- Banners, posters
- Leaflets, pamphlets, reports
- newspapers, journals, books
- Websites, blogs
- Radio, video, online media
- Social media actions
- Skywriting and earthwriting
- Deputations
- Mock awards
- Lobbying
- Picketing
- Mock elections
- Displays of flags, symbols, and symbolic colors
- Prayer and worship
- Delivering symbolic objects
- Destruction of own property
- Displays of portraits
- New slogans, signs and names
- Symbolic reclamations
- Banner hangs
- Haunting, bird dogging or taunting officials
- Vigils
- Humorous skits and pranks
- Performances of songs, plays, dances, and music
- Processions
- Street parties
- Marches and parades
- Rallies on bike
- Pilgrimages
- Political mourning
- Mock funerals
- Demonstrative funerals
- Homage at burial places
- Protest meetings
- Teach-ins
- Walk-outs
- Silence
- Witnessing
- Renouncing honors
- Turning one's back

## Non-Cooperation

*withdrawing something from the system that makes it difficult to function*

- Ostracism
- Student strike
- Social disobedience
- Withdrawal from social institutions
- Consumers' boycott
- Rent withholding
- Workmen's boycott
- Withdrawal of bank deposits
- Refusal to pay fees, debts or interest
- Refusal of a government's money
- Protest or quickie strike
- Industry strike
- Prisoners' strike
- Sympathetic strike
- Slowdown strike
- Work-to-rule strike
- General strike
- Strike by resignation
- Economic shutdown
- Refusal of public support or allegiance
- Boycott of legislative bodies
- Boycott of elections
- Resignation or boycott of government employment or government agencies
- Withdrawal from government educational institutions
- Refusal of assistance to enforcement agents
- Reluctant and slow compliance
- Disguised disobedience
- Refusal to disperse
- Sitdown
- Livein
- Noncooperation with conscription and deportation
- Hiding, escape, and false identities
- Civil disobedience of laws
- Whistle-blowing

## Solutions or Alternatives

*developing alternative systems that challenge an injustice*

- Alternative social institutions
- Alternative communication system
- Dual sovereignty and parallel government
- Alternative markets
- Alternative transportation
- Alternative economic institutions

## Intervention

*directly intervening in the functioning of the system*

- The fast
- Reverse trial
- Occupation
- Obstruction
- Blockades
- Tree sits
- Property destruction
- Establishing new social patterns
- Overloading of facilities, systems, or services
- Speak-in or meeting disruption
- Guerrilla theater
- Nonviolent land seizure
- Seizure of assets
- Disrupting industry or government procedure
- Disclosing identities of secret agents
- Seeking imprisonment

# Wellstone

## The Organizer's Guide to the Galaxy: Message in a Bottle

When's the last time a book made you laugh out loud? Or a movie made you ugly cry in public? (happens to the best of us). Chances are you empathized with compelling characters, related to a struggle integral to the plot, or were shocked by a twist you didn't see coming. Bottom line: you were moved.

That's what good messaging is: storytelling. But when we're talking about messaging around a campaign or an issue, we're upping the ante. We're not just vying for an Oscar or shooting to dominate The New York Times Bestsellers list. We're asking people to take action.

Given all the time constraints people already grapple with between school, work and family, moving people to take action can be a tough sell. Heck, even getting their attention can be a challenge. However, if your message is concise, clear and compelling, you will be able to draw people in and allow them to care, just like your favorite authors and directors.

Let's start by addressing length. We've already discussed the complexity of many of the issues we care about. Issues are often intertwined, and frankly, it would be easy to talk about their intersections all day. However, it wouldn't be effective. Campaigns that use a 10-point plan written in size 8 Times New Roman font as their "message," fail. The extensive length is intimidating and an immediate turn off to readers. That kind of messaging is too long to be accessible.

On the other hand, a snappy slogan does not make a message. While a good slogan is helpful for grabbing people's attention, it doesn't establish inclusivity or illustrate what's at stake.

So we're seemingly at a crossroads. If your message is too long, people won't read it. If it's too short, people won't care. Fear not, fellow TFNEF-ers: this is why we established a problem statement and identified a solution during the strategic planning process. This will allow you to identify the proverbial "sweet spot" – a message that is substantive but accessible.

Now that we understand how long a message needs to be, we're tasked with developing an effective message. Although this can seem daunting, there are three steps to creating an effective message, and we're going to walk you through each part of the process so you are an official Message Creator Aficionado. Disclaimer: you're right, that's not actually a real thing. Our point is that if you follow these three steps you'll have folks grabbing their hankies and signing your petition in no time. Let's get to work.

## **Step 1: Connecting With Your Audience**

Most of us have heard the adage "know your audience." You may have even found it helpful, perhaps when preparing a class presentation for a particular professor, gearing up for babysitting all your toddler-age nieces and nephews, or queuing up a playlist for a summer barbecue.

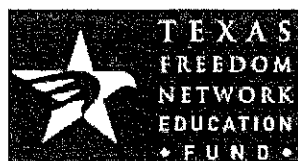
This phrase is equally applicable when developing your campaign message. What's more, your campaign will have several audiences, since different people will respond to different stories. What does this all mean? Your campaign will have several iterations of one core message to each of your different audiences.

To see how this tactic can play out on the ground, let's look at how some recent anti-choice bills were messaged to different audiences in Texas.

Some audiences received the message: "Abortion should be available and accessible on demand for all Texans." This message was targeted to an audience that was firmly pro-choice. It was a rallying cry that moved the pro-choice base to take action.

Other audiences heard this message: "Women need access to health care, including abortion. Abortion should be safe, legal, and rare." This message was directed to an undecided or moderately pro-choice audience. It spoke to their values by framing abortion as an unfortunate but sometimes necessary medical procedure.

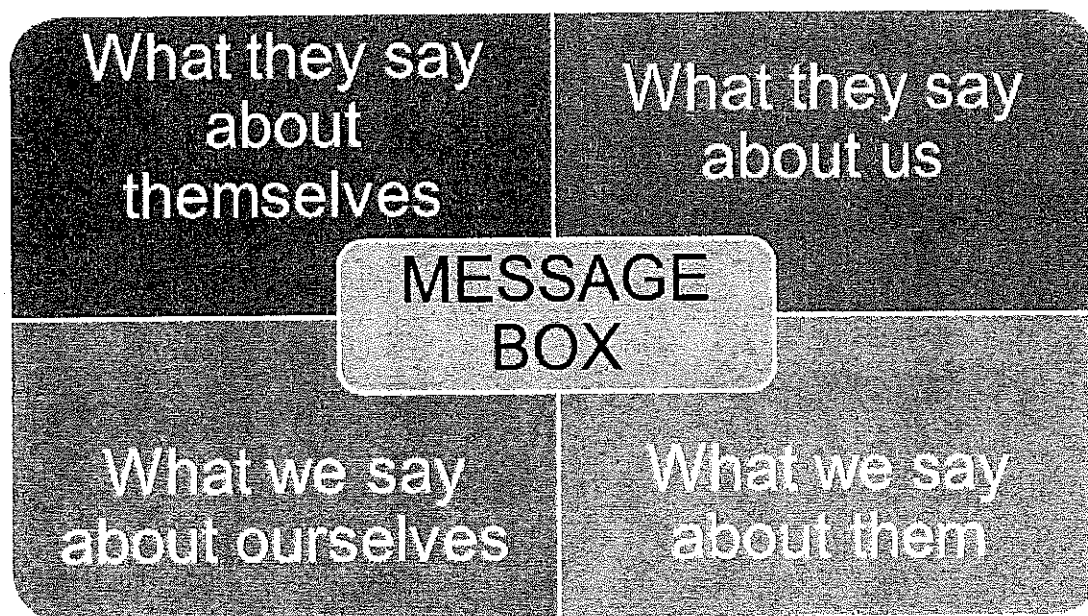
The core message was consistent throughout: vote against this measure that would restrict women's access to abortion. However, each version of this message built upon that foundation and tailored the dialogue to resonate with particular audiences and their values.



## Step 2: Contrasting with Your Opposition

Behold: this is one of the most powerful tools you can utilize when developing an effective message.

# CONTRAST with your OPPOSITION



**Wellstone**

Known as a Message Box, this tool allows you to anticipate the way public messaging is likely to unfold around your issue. This empowers you to predict messaging your opposition is likely to use against you and preemptively counter that negative messaging by getting out in front of it. It also enables you to draw a sharper contrast between your solution and the opposition.

The upper right-hand corner of the Message Box is comprised of what the opposition says about their cause. This is their positive message. The upper left-hand corner is what the opposition says about your cause. This is their negative message. This is what the opposition will use to try to defeat you.



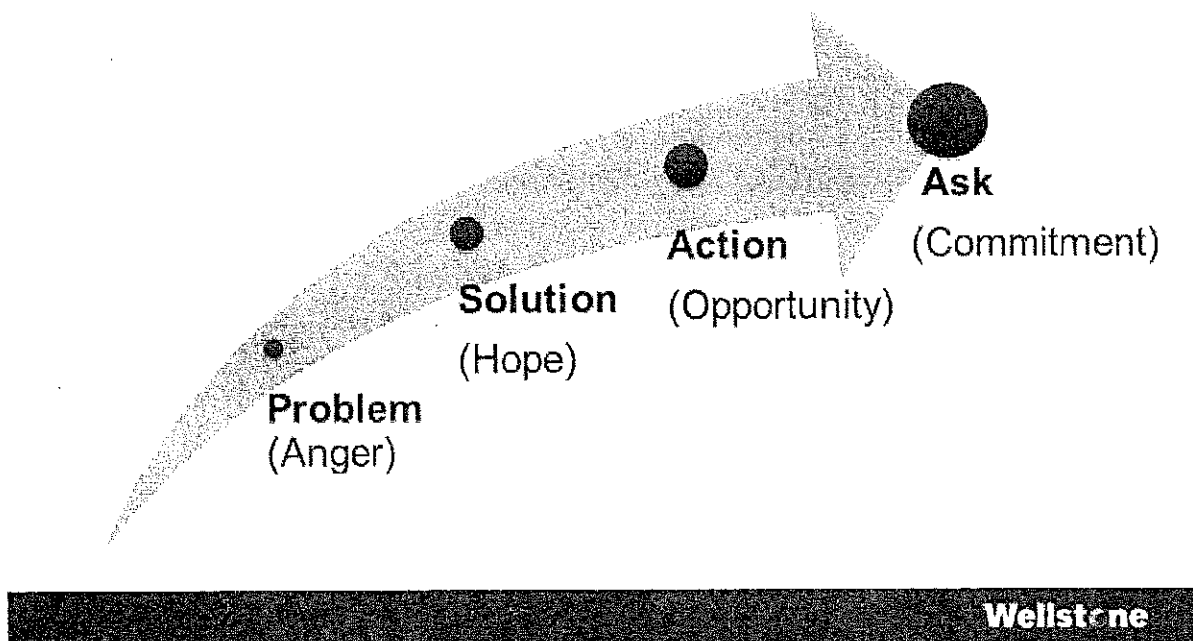
Similarly, the lower right-hand corner of the Message Box contains what you say about your cause. This is your core positive message that establishes what you are seeking to achieve. The lower left-hand corner lays out what you say about the opposition. While this by no means needs to be a negative "smear campaign," this is your opportunity to tell people why your solution is necessary by drawing a clear contrast between "you" and "the opposition."

### Step 3: Compelling Your Audiences To Take Action

By now you've identified your audiences and have used the Message Box to create effective messages that resonate with your targets while anticipating and countering opposition attacks. But you're not finished quite yet. You still need to put this message into full effect so it motivates people to take action. Wellstone Action has fine-tuned a process that accomplishes precisely that – the PSA tool. This tool is particularly helpful when writing "scripts" for conversations you may have with people while tabling on campus, block-walking, or phone-banking. The PSA tool will help you craft a message that hits on the problem you're addressing, the solution to that problem, the action that you're taking, and the ask to get involved in your campaign.

## COMPEL to ACTION

The structure of a mobilizing message:



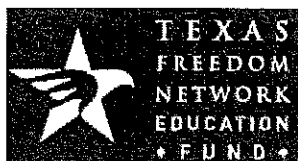
Like in all aspects of life, the most meaningful conversations occur when you're able to meet someone where they are. We don't mean this in the literal sense (although if you're tabling or block-walking you will in fact be meeting people where they literally are). Rather, we're referring to initiating a conversation by asking someone about the issues that concern them. In other words: what keeps them up at night?

Asking this question allows the person you're speaking with to identify a problem that matters to them. They'll most likely express anger or frustration when sharing their concerns with you. This is an opportunity for you to pivot from their agitation and give them hope by providing a broader solution to their problems through taking collective action. You're offering them an opportunity to act – to address and correct the problems they're facing – so you need to ensure this opportunity is fueled by a sense of urgency and credibility.

On the surface, this tactic may seem naïve, or even foolhardy. Think of all the times you've been minding your own business, commuting from place to place, and are suddenly ambushed by an earnest clipboard-clad volunteer spewing information at you at about 100 words a minute. Chances are you've politely declined and continued on your merry way.

We don't blame you. In fact, that's exactly why we advise you to initiate this conversation by meeting people where they are and asking about their individual concerns. Once you understand their frustrations and are able to offer a broader solution, people will recognize that it is in their own self-interest to take action. And self-interest is an incredibly powerful incentive. When you present an action people can take immediately – like signing a pledge card to vote in November, for example – chances are people will leap at the opportunity because they know doing so benefits them and the people they care about.

Let's put this approach to the test by using an example. Imagine you're tabling on campus outside the cafeteria around lunch time. It's a beautiful sunny day, there's a slight breeze, and you're asking fellow students to sign pledge cards to vote in November. You approach a passing student and ask her if she's worried about how issues are being handled on campus or in the larger community. She shares her concerns about the rising cost of higher education. She's barely able to afford college while working two part-time jobs and maintaining a full course load. She has three younger siblings and knows her parents can't afford college for them at this rate. You've now established a connection with her and have identified a problem she's concerned about – the first component of the PSA approach.

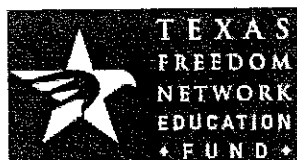


Now it's your job to pivot to the broader solution – the second element of the PSA process. While every person you speak with will have a different concern, your solution will consistently offer them hope and illustrate there is a meaningful action they can take to address their problem.

You respond to this student – let's say her name is Mayte – by sharing that you, too, are troubled by the escalating cost of college tuition, and that we need and deserve elected officials who are committed to making higher education affordable for everyone. The only way to ensure that public officials who care about college affordability are elected is by voting for them. You can then give her an opportunity to take action – the third component of the PSA approach – by asking her to sign a pledge card to vote in November.

Since you've taken the time to understand Mayte's specific concerns and offered her an immediate action to help rectify her problem, she will be very inclined to seize this opportunity and sign a card pledging to vote in November. With her signed pledge card in hand, you now have her contact information and will be able to reach out to her with opportunities to learn more about candidates' and their stances on college affordability. Most importantly, you'll be able to help her register to vote and encourage her to vote in the upcoming elections.

You've successfully made the transition from developing and communicating your message to putting your message to work by organizing your campus. But before we make the leap into community organizing, let's examine the other ways you can make messaging work for you. That's right, folks: it's time to talk about the potential – and avoidable pitfalls – of social media.



# **What do we want? Environmental Justice! When do we want it? Now!**

Terri Klemm

BPD Annual Conference, New Orleans

March 3, 2017

## **PRESENTATION EVALUATION**

*Please rate the following on a scale of 1-5.*

**The objectives of the presentation were clearly stated.**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

**I found the presentation to be engaging.**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

**The presenter was knowledgeable about the subject matter.**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

**The presenter responded appropriately to attendees' questions and comments.**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

**The content presented was valuable to me.**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

**Overall, the presentation effectively enhanced my knowledge and/or interest regarding environmental justice activism.**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Please comment on areas of strength and/or suggestions for improvement:

